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THE WINSTON READERS

PRIMER MANUAL

BY

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AND

ETHEL H. MALTBY

OF CORNING, NEW YORK

ILLUSTRATED BY

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THE JOHN C. WINSTON COMPANY

CHICAGO SAN FRANCISCO PHILADELPHIA DALLAS TORONTO, CAN.

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MANUAL FOR TEACHERS

INTRODUCTION

Teaching a child to read offers two distinct opportunities, both of which are interesting and enjoyable.

The first is the development of the imagination and the play instinct of the pupil in the search for truth in books. The second is the co-ordination of the eye and the ear in mastering the printed page. The former is of far greater importance and should never be subordinated because of over-zeal for the latter.

Getting the thought from reading implies an understanding of the background of the story as well as its incidents and characters, so that the child's speech in reading is as naturally an overflow of thoughts and feelings in words as his speech is in talking. The more knowledge and experience the reader brings to his reading, the more fully will the content of the printed word become clear to his understanding.

After this background of the story has been formed, the child is led to see that what he thinks and feels, and talks, and hears, may be represented in print. He is then ready for the actual training in form mastery, which in this Primer begins with **complete sentences** and proceeds through **word-groups** and **word-recognition** to **word-analysis** and finally to the blending of word-parts into **new words.** By this analytic-synthetic process, a large vocabulary is acquired with corresponding development in the power of thought-getting from the printed symbol.

When the child enters the first grade, he is familiar with words as essential parts of his talking vocabulary, and as he

learns to read, he sees his spoken sentences in printed form. Take for example the following sentences, the sounds of which he knows:

"The Little Red Hen found some wheat."
"She called the cat."

The pupil is led to see that they consist of the following word-groups:

The Little Red Hen
found some wheat
called the cat

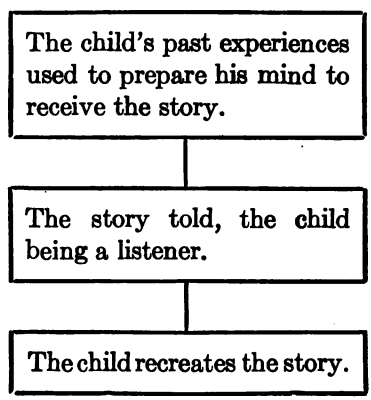
Then the word-groups are separated into the words *hen, red, wheat, some, called,* etc.

Later the pupil is shown that the words are made up of parts like the sound of *h* in *hen, at* in *cat.*

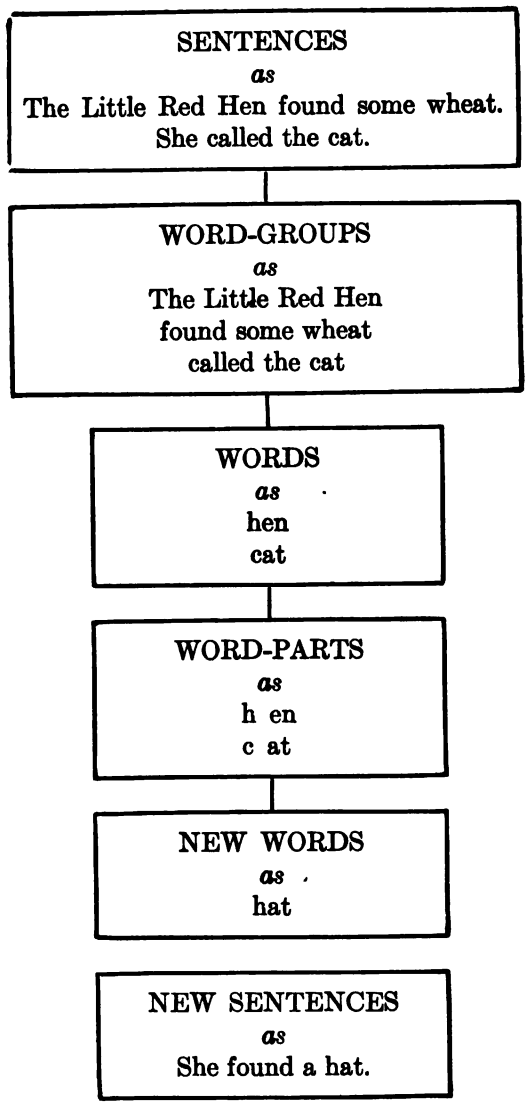
By this word-analysis he becomes master of mechanical aids which enable him to increase his vocabulary independently. For example, his knowledge of the sound of *h* in *hen,* and *at* in *cat* enables him to work out the phonetic parts of such a word as *hat* and blend them into a word hitherto unknown to him in its printed form.

The following diagrams indicate the method of procedure:

ORAL PREPARATION



THE PRINTED FORM



PLAN OF WORK

THE TEACHER TELLING THE STORY

The background of the story the child is to hear should be built up as far as possible from the child's own experiences. (See "Correlation of Reading with Other Subjects," p. 110.)

Having this background, tell the story in a conversational manner as simply and directly as possible. If the class is unpracticed in true listening, it may be necessary for you to retell the story before asking the children to be the story tellers. The children's enjoyment of the story will increase with each hearing, for in addition to the interest in the characters, there will be the enjoyment of anticipation, a factor always strong and valuable in teaching young children.

THE PUPILS TELLING THE STORY

It is now time for the children to be the story tellers.

Any of the various approaches may be used. The children may wish to talk about the story, or skillful questioning may draw out the impressions left in their minds.

If any child's statements show clear thinking, then he may tell the whole story. If confusion is evident, recall to his mind the first incident. Let him retell it, and so on until the story is complete.

From the start the pupils should be trained to hold to the sequence of events, and to keep in mind *impressions*, rather than *words*. This is difficult to do, but it is one of the most important aims of story telling.

PLAYING THE STORY

A child's dramatic instinct should be stimulated continually while he is learning to read. However, you should clearly distinguish the difference between training for dramatics, that is, training the pupils to produce a pleasing performance for the *spectator's* entertainment, and stimulating the dramatic instinct as a means of development and growth for the *actors.* Instead of aiming at a formal dramatization, you should work for the expression of individual ideas, for if each child's grasp of the story is individual, should not his interpretation also be individual? His play will not be a finished performance, but you should accept his best now, and let his mental grasp and understanding develop.

After the story of "The Little Red Hen" is thoroughly familiar to the children, its dramatization should follow.

Ask the children if they would like to *play* the story of "The Little Red Hen."

The transition from telling to acting the incidents of the story may be made by questions similar to the following:

"Whom did The Little Red Hen first call?"

"How do you call the kitty?"

"How do you think The Little Red Hen called the cat?"

"Whom did The Little Red Hen call next?"

"How do you think she called the goose?"

"How do you think she called the pig?"

"Show how the cat acted when The Little Red Hen asked her to help plant the wheat."

"Show how the goose acted when The Little Red Hen asked her to eat the bread," etc.

Then let the class choose The Little Red Hen, the cat, the goose and the pig, and play the story.

Remember that this is the child's opportunity to express *his* ideas of the story, instead of following yours. While the class is dramatizing a story the teacher and her ideas should always be in the background.

READING FROM THE BLACKBOARD

After the children have heard the story, and have retold and dramatized it, they are ready to read it from the blackboard.

Print the story on the blackboard sentence by sentence.

Print, rather than script, should be used at first because reading print leads directly to reading from the book, and thus eliminates a confusing transition from script to print. However, towards the latter part of the year when the pupils have become somewhat familiar with script forms in their writing lessons, it is advisable to begin to use script for blackboard work.

Suggestions for introducing this transition from print to script may be found on page 104 A of the FIRST READER MANUAL.

METHOD FOR PRESENTING PAGE 2 ON THE BLACKBOARD

Develop the first sentence by asking,

"What did The Little Red Hen find?"

A pupil will answer,

"The Little Red Hen found some wheat."

(It is obvious that all answers should be given in complete sentences.)

Print this answer on the blackboard.

Ask again,

"What did The Little Red Hen find?"

As the pupils give the answer, move the pointer along under the printed sentence.

After this has been done several times, ask,

"Whom did she call?"

A pupil will answer,

"She called the cat."

Print this answer on the blackboard under the first sentence.

Then ask several times,

"What did The Little Red Hen find?"

"Whom did she call?"

While the answers are being given, move the pointer along under the printed sentences. Proceed with this development until all the sentences on page 2 appear on the blackboard as follows:

The Little Red Hen found some wheat.
She called the cat.
She called the goose.
She called the pig.

You may now choose one pupil to read the lesson as a whole. It will be necessary at first to question for each sentence as you did in the first development of the sentences, but after a few pupils have read the lesson in this way, you will be able to omit the questioning.

Begin the next lesson by thoroughly reviewing the preceding lesson, printing the sentences one by one as they are developed. Then print on another part of the blackboard,

"The Little Red Hen found some wheat."

Ask,

"Who can find *The Little Red Hen*?"

"Who can show me with the pointer what The Little Red Hen found?"

After several pupils have pointed out these word-groups, print them *under the sentence*, on different parts of the blackboard, thus,

The Little Red Hen found some wheat.
The Little Red Hen

The Little Red Hen found some wheat.
found some wheat

You will find it very helpful to use cards on which the word-groups are printed. (See page 116.) These cards may be made from cardboard or purchased from the publisher at small expense.

Use Word-group Cards 1 and 2, or print on cards the following word-groups:

1. The Little Red Hen
2. found some wheat

After the word-groups of the first sentence have been thoroughly drilled on, ask pupils to find the words, *hen, found, wheat, red.* Print these words under the sentence as follows:

The Little Red Hen found some wheat.

Hen wheat

Red found

found wheat red

hen found wheat

Ask,

"How many times can you find the word *hen?*"

"How many times can you find the word *wheat?*"

"How many times can you find the word *found?*"

"How many times can you find the word *red?*"

Have the pupils take the pointer and match the words in the sentence with the words printed below, and vice-versa.

As soon as the class is reasonably familiar with these words, a word game may be helpful. (See "Games for Word and Phonetic Drills," p. 112.)

For the next lesson select and drill on the remaining words of this sentence. Use Word Cards 1-12 (obtained from the publishers), or printed on cardboard. (See page 117.)

Always drill on the articles *the, an* and *a* with a noun. For example, *the hen, a cat,* etc.

Proceed in this way with the remaining sentences on page 2. Then for a rapid review, use page 1 of the Review and Drill Chart. (See page 120.)

The pupils are now fully prepared to read page 2 of the Primer by *actual word-recognition.*

Note that the steps of development in these blackboard lessons are as follows:

1. Developing the story orally.
2. Printing the sentences on the blackboard.
3. Pupils reading the sentences as a whole.
4. Pupils selecting word-groups.
5. Pupils selecting words.
6. Pupils matching words and playing word games.
7. Pupils rereading the lesson by *word-recognition.*

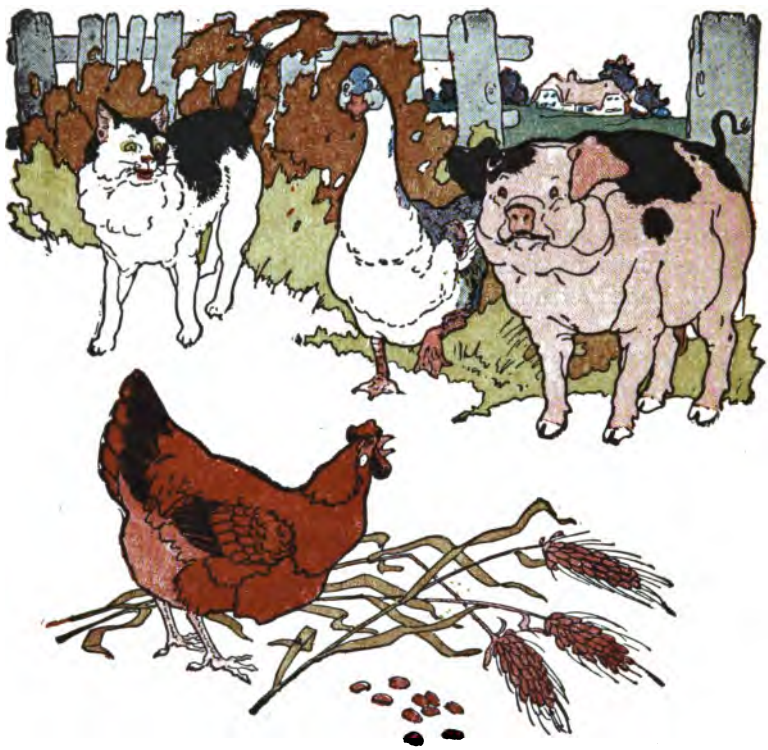
After the pupils have acquired a working vocabulary, there will be a step added to the above outline, i. e., rearrangement of words in new relations (**Supplementary Blackboard Exercise.** See pages 10 A, 11 A, 12 A, etc.).

EXPRESSIVE READING

The reading material in this Primer is purposely adapted to developing natural expression, consequently, the habit of reading with good expression should be formed from the first.

Natural expression can result only from a pupil's complete understanding of the thought. Therefore, **for the greater part of the first year silent study should precede the oral reading of each sentence.** Draw the pointer under the whole sentence, while the children read silently. Be sure your pupils are getting the thought during this silent reading. Question them if necessary. After you are certain they have grasped the thought, insist upon a natural expressive reading of the sentence as a whole. Do not accept a sentence read in a halting, stumbling manner. If the pupils get the thought, interesting expression will naturally follow. A little perseverance along these lines will bring gratifying results.

At the close of a lesson it is an excellent plan to read the entire lesson to the class; for this not only furnishes the class a good model, but leaves with them an accurate and interesting impression, which may later result in interesting expression.



THE LITTLE RED HEN

The Little Red Hen found some wheat.

She called the cat.
She called the goose.
She called the pig.

PREPARATION

Tell the story to the class. (See Introduction, p. iv.)

Have the story retold. (See Introduction, p. iv.)

Have the story dramatized. (See Introduction, p. v.)

The preceding preparation or background for the reading from the blackboard may be made in one day with some classes, while other classes may require a longer time. However, this preparation is very essential, and should be carefully made before the reading from the blackboard is attempted.

READING FROM THE BLACKBOARD

Read over carefully pages vi-ix of the Introduction.

NEW WORD-GROUPS

The Little Red Hen
found some wheat

Use Word-group Cards 1-2. (See Introduction, p. viii.)

NEW WORDS

Little	some	cat
Red	wheat	goose
Hen	She	pig
found	called	The

Use Word Cards 1-12. (See Introduction, p. viii.)

It will add interest and enjoyment to the lesson to play one of the word games given on page 112.

Have the incident on this page dramatized, then re-read from the blackboard. (See Expressive Reading on page ix of the Introduction.)

Each page of the Primer is a thought unit or a complete incident in the story, and not necessarily one day's lesson. Some pages may require more than one lesson to complete, while in other cases two or three pages may be read for one lesson, all depending upon the difficulties presented on a page and the ability of individual classes.

READING FROM THE BLACKBOARD

Develop the sentences on this page according to the method given in detail for page 2. Then teach the word-groups and the words.

NEW WORD-GROUPS

Who will help me
Not I
plant the wheat
said the cat
said the goose
said the pig
And she did

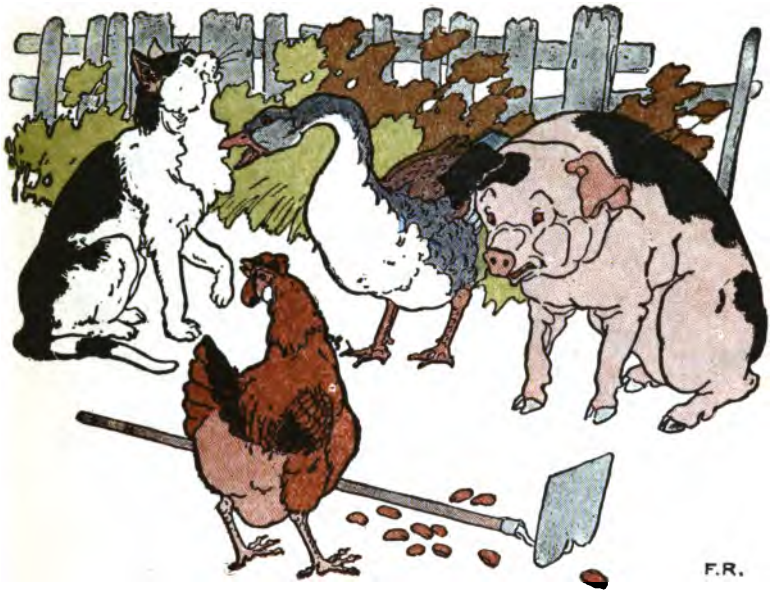
NEW WORDS

said	will
Who	me
help	plant
Not	Then
And	did
I	

For review before reading the lesson as a whole the second time, i. e., by word-recognition, use the following:

Word-group Cards 3–9.
Word Cards 13–23.
Review and Drill Chart, p. 2.

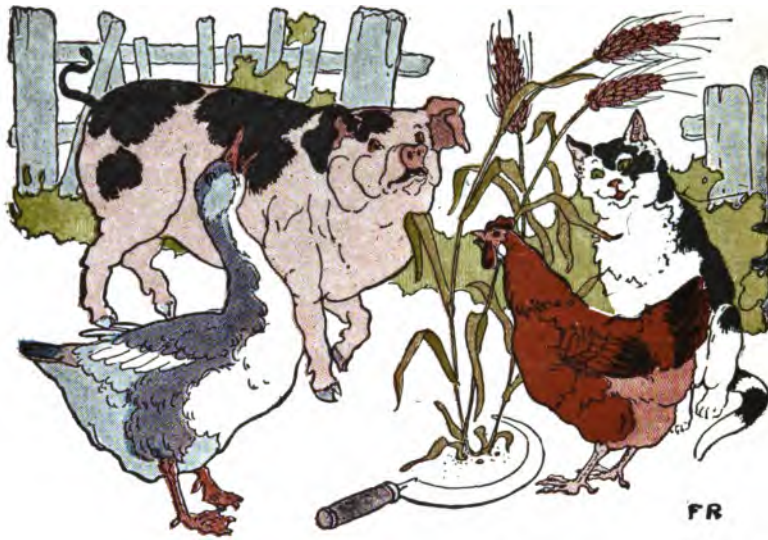
More time should be spent in developing page 3 than any other page of the story. The difficulties of the following pages will decrease proportionately to the thoroughness with which you teach this page.



The Little Red Hen said,
"Who will help me plant the wheat?"

"Not I," said the cat.
"Not I," said the goose.
"Not I," said the pig.

"Then I will plant the wheat,"
said the Little Red Hen.
And she did.



The wheat grew up.
The Little Red Hen said,
"Who will help me cut the wheat?"

"Not I," said the cat.
"Not I," said the goose.
"Not I," said the pig.

"Then I will cut the wheat,"
said the Little Red Hen.
And she did.

READING FROM THE BLACKBOARD

Present the sentences as a whole, following the method given for pages 2 and 3. Then select the new word-groups and the words.

NEW WORD-GROUPS	NEW WORDS
grew up	grew
cut the wheat	up
	cut

For review before reading the lesson by word-recognition, use the following:

Word-group Cards 10–11.
Word Cards 24–26.

THOUGHT QUESTION

How did the Little Red Hen cut the wheat?

To stimulate the power of independent thought, **"Thought Questions"** have been inserted in the Manual at various places. These questions are merely guides or suggestions. Every opportunity should be taken to ask questions whose answers involve thought grasp, for in its broadest sense, **the aim of reading is not only thought getting but thought producing.**

PHONETICS

As a preparation for work in phonetics, you should now begin to give ear-training exercises similar to the following:

1. Name objects in the room and let pupils point to them, as *d-oor*, *d-esk*, *w-all*, *b-ook*, etc.

2. Ask pupils to give words that sound like or rhyme with *cat*, *take*, *goat*, etc.

3. Tell stories in which you separate some of the words into phonetic parts. For example, "Once upon a *t-ime* an ant was putting away *f-ood* for the winter. A grasshopper *s-aw* the ant," etc.

READING FROM THE BLACKBOARD

NEW WORD-GROUP	NEW WORD
grind the wheat	grind
Use Word-group Card 12.	Use Word Card 27.

THOUGHT QUESTION

Where did the Little Red Hen go to grind the wheat?

PHONETICS

Continue the ear-training exercises suggested on page 4 A of the Manual.

Teach the sound *c* from the word *cat* by the following method:

After you have pronounced *c-at* slowly, print *cat* on the board.

Cover *at* and ask, "What does the first part of *cat* say?"

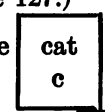
Have individual pupils give the answer *c*.

Print *c* under *cat* in this way *cat*

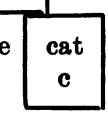
c

Print *c* in other places on the board and have it sounded.

You may now use Phonogram Card 1. (Obtained from the publishers, or printed on cardboard. See page 127.)

At first it is advisable to use only the side 

but after a few lessons, use the side

, referring to the 

side only to recall to a pupil the word that begins with *c*.

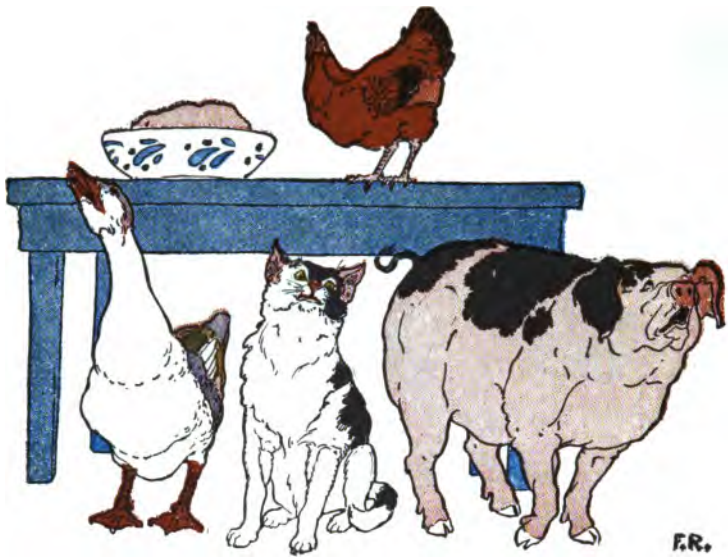
SUGGESTION

The class should learn the forms of the capital letters from these cards.

The Little Red Hen said,
"Who will help me grind the wheat?"

"Not I," said the cat.
"Not I," said the goose.
"Not I," said the pig.

"Then I will grind the wheat,"
said the Little Red Hen.
And she did.



The Little Red Hen said,
"Who will help me make the bread?"

"Not I," said the cat.
"Not I," said the goose.
"Not I," said the pig.

"Then I will make the bread,"
said the Little Red Hen.
And she did.

READING FROM THE BLACKBOARD

NEW WORD-GROUP

make the bread

Use Word-group Card 13.

NEW WORDS

make

bread

Use Word Cards 28–29.

THOUGHT QUESTION

How did the Little Red Hen make the bread?

SUGGESTION

Working and drilling on a small portion of a story has a tendency to make it fragmentary. Dramatizing the whole story will overcome this. Play the "Little Red Hen" at intervals during the reading of the story, not necessarily every day, but as frequently as is necessary to lead the class to feel the relation of a part to the whole of a story. As another means of preserving the continuity of the story, "The Little Red Hen" may be acted in pantomime (without words)

PHONETICS

Continue ear-training exercises.

Review sound *c*.

Teach sound *p* from *pig*. (See method of developing *c* from *cat*. Manual, page 5 A).

Use Phonogram Card 2.

Pronounce *p-ig* slowly, giving the pure sound of *p* and not the *pŭ* sound.

You will find that it is much easier to blend and detect new words when the pure sound *p* is given instead of the exaggerated sound *pŭ*. This is true also of the sounds *b*, *d* and *g*.

READING FROM THE BLACKBOARD

NEW WORD-GROUP

bake the bread

Use Word-group Card 14.

NEW WORD

bake

Use Word Card 30.
Use p. 3 of Review and Drill Chart.

Before selecting word-groups, give the pupils the opportunity to become familiar with the sentence as a whole by printing it on the blackboard in various places, or on slips of paper for "letters," etc.

THOUGHT QUESTION

How did the Little Red Hen bake the bread?

PHONETICS

Continue ear-training exercises.
Review sounds *c*, *p*.
Teach sound *m* from *me*.

Use Phonogram Card 3.

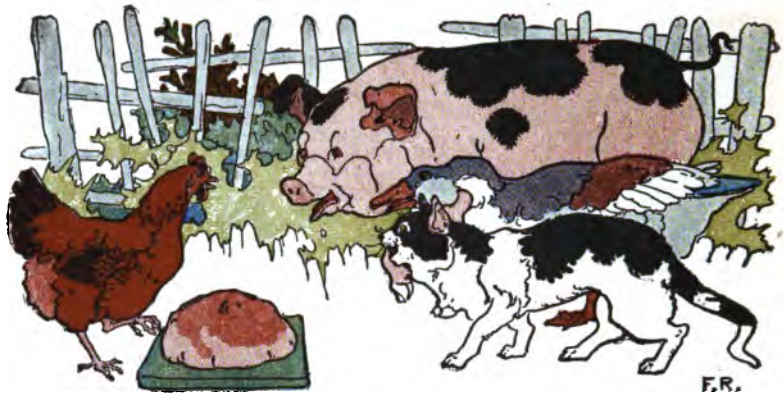
All phonetic drills, including ear-training exercises, should be given in a period set aside for this work. Only the application of phonetics should be touched on during the reading lesson.

TEACHER'S MEMORANDA

The Little Red Hen said,
"Who will help me bake the bread?"

"Not I," said the cat.
"Not I," said the goose
"Not I," said the pig.

"Then I will bake the bread,"
said the Little Red Hen.
And she did.



The Little Red Hen said,
"Who will help me eat the bread?"

The cat said,
"Meow! Meow! Meow!
I will. I will. I will!"

The goose said,
"Hiss! Hiss! Hiss!
I will. I will. I will!"

The pig said,
"Ouf! Ouf! Ouf!
I will. I will. I will!"

READING FROM THE BLACKBOARD

NEW WORD-GROUP

eat the bread

Use Word-group Card 15.

NEW WORDS

eat
Meow
Hiss
Ouf

Use Word Cards 31–34.

By this time you should be able to divide the class into groups. (See page 8 B.)

PHONETICS

Continue ear-training exercises.
Review sounds *c*, *p*, *m*.
Teach sound *w* from *will*.

Use Phonogram Card 4.

The best authorities give the sound of *w* the same as the sound *oo* in *moo* and *coo*.

TEACHER'S MEMORANDA

GROUP TEACHING

After a class has been organized a few days, it is advisable to divide it into groups. The group system gives greater opportunity for individual instruction than the class system. It allows each child to work with children of similar ability, thus creating a greater interest in the work.

Most classes in beginning reading divide naturally into three groups.

The **First Group** is composed of those who recognize instantly all words, thus far presented, when they are printed in sentences on the blackboard.

Frequently a child in this group brings to the class a knowledge of words gleaned from his own experience, i. e., by reading signs, picture books, blocks, etc., at home.

The **Second Group** includes all those who grasp words after they have been developed once or twice.

The **Third Group** includes those children who have difficulty in recognizing words even after they have been developed several times.

This last group may include the shy, retiring child, the child lacking concentration, the child with an impediment of speech, and the sub-normal, or backward child.

Changes should be made in the grouping as often as is necessary. The shy child may adjust himself to his new environment and be able to work with a more advanced group. On the other hand, a child in an advanced group may, on account of prolonged absence or some other reason, be unable to keep up with his group. It is just to this child to put him back into the group in which he is able to do satisfactory work with reasonable effort.

While one group is reciting, seat-work should be assigned to the other groups. Teachers may prepare this seat-work for their classes, or interesting and educational seat-work based upon the vocabulary and phonetics of this series of readers may be obtained from the publishers at small expense.

READING FROM THE BOOK

Most of your reading so far has been from the blackboard, but now when you allow the pupils to read from the book call attention to the pictures and lead the pupils to study them carefully. You will find that the class will enter into the spirit of the stories, and interpret them more understandingly, if this opportunity has been given before the reading is started.

At this time it is also advisable to give a few directions for the care of books, such as turning the pages, etc. Briefly describe the method of binding the pages together, and explain the result of an undue strain upon the binding.

When the reading from the book is begun, it is well to realize that up to this time a child's eyes have not been required to focus upon a printed page for any great length of time. Give the eyes time to accommodate themselves to this new requirement. A small card held under the lines and moved down as the sentences are read, will greatly aid this eye accommodation.

The possession of a book and the consequent stimulus of the pictures will create an atmosphere in your class that will be more conducive to live reading than can result from blackboard reading; therefore, the use of the books after page 9 has been read from the blackboard is most strongly urged. With some classes who have had experience in handling books before entering school, it is sometimes advisable to use the books even earlier. However, reading from the books should rarely be delayed beyond "The Little Red Hen."

READING FROM THE BLACKBOARD

NEW WORD-GROUPS

You would not
You shall not
My little chicks
they did

Use Word-group Cards 16–19.

NEW WORDS

You	My
would	chicks
shall	they

Use Word Cards 35–40.
Use p. 4 of the Review and Drill Chart.

THOUGHT QUESTION

Was it fair for the Little Red Hen to give the little chicks some bread if they did not help her make the bread?

READING FROM THE BOOK

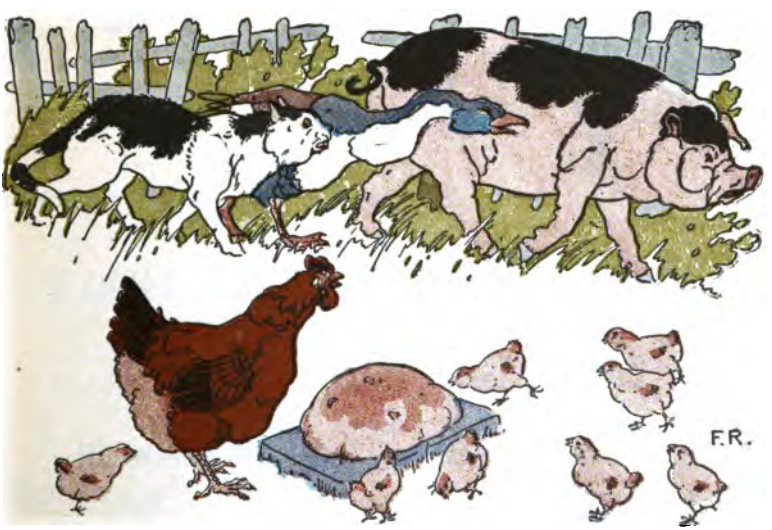
When page 9 has been read from the blackboard, the class will be fully prepared to read "The Little Red Hen" from the books. (See page 8 C.)

PHONETICS

Continue ear-training exercises.
Review sounds *c*, *p*, *m*, *w*.
Teach sound *l* from *little*.

Use Phonogram Card 5.

The Little Red Hen said,
"You would not plant the wheat.
You would not cut the wheat.
You would not grind the wheat.
You would not make the bread.
You would not bake the bread.
You shall not eat the bread.
My little chicks shall eat the bread."
And they did.



THE BOY AND THE GOAT

A Little Boy had a goat.

The goat ran into the woods.
He found some grass.

Tell the story of "The Boy and the Goat," and have it dramatized and retold according to the method given in detail for "The Little Red Hen" on pp. iv-v of the Introduction.

READING FROM THE BLACKBOARD

The blackboard lessons for "The Boy and the Goat" are developed according to the method given on pp. vi-ix of the Introduction.

IMPORTANT REVIEW

found
some

Under **"Important Review"** is a list of words to be reviewed before the new words of the reading lesson are presented. If a word is not readily recalled, utilize the power of association by presenting the word in a sentence similar to the one in which the word first appeared in the text. Then for a rapid review use the word-group cards and the word cards.

NEW WORD-GROUP

into the woods

NEW WORDS

Boy	woods
goat	He
had	grass
ran	into

Use Word-group Card 20.
Use Word Cards 41–48.

READING FROM THE BOOK

The Little Red Hen.

SUPPLEMENTARY BLACKBOARD EXERCISES

(See page 10 B.)

A little goat ran into the woods.
The boy said,
"The goat shall not eat grass."
Then he called the goat.

PHONETICS

Review.

SUPPLEMENTARY BLACKBOARD EXERCISES

After a page has been read by word-recognition, make up original sentences using the same vocabulary. This rearrangement of words in new relations is an excellent test of a child's knowledge of the words, for a child learns to read fluently and intelligently only by seeing and using words in new relations.

Sentences similar to the following may be printed on the blackboard:

The Little Red Hen said,
"I found some wheat."

The goose said,
"I will not help you
plant the wheat."

The Little Red Hen said,
"Pig, will you
cut the wheat?"

The pig said,
"I will not
cut the wheat," etc.

The Little Red Hen said,
"Cat, will you
grind the wheat?"

The cat said,
"The goose will
grind the wheat."

The Little Red Hen said,
"The goose will not
grind the wheat."

When a sentence is too long for one line of blackboard printing, always divide the line at the **beginning** of a word-group, **never in the middle** of it. For example,

"I will not
cut the wheat."

Never

"I will not cut
the wheat."

The first method of dividing sentences is used entirely throughout the Primer and First Reader of this series of readers.

Be sure all words are thoroughly familiar before presenting them in new relations, or the pupils will become greatly confused.

For the convenience of teachers, lessons introducing words in new relations are frequently inserted in the Manual under the heading **"Supplementary Blackboard Exercise."** (See Manual, pages 10 A, 11 A, 12 A, etc.)

These supplementary blackboard exercises may be printed on the blackboard, on cards, or still better on individual slips and used for "letters" in a "Postman" game.

TEACHER'S MEMORANDA

SILENT READING

Educators are more and more recognizing the value of systematic training in silent reading. The vast amount of silent reading in every-day life in comparison with oral reading is sufficient reason for emphasizing it.

Silent reading concentrates all effort on thought-getting, and, consequently, produces thoughtful, intelligent readers. It trains the child to select essentials and to interpret more rapidly and concisely the great volume of silent reading required of him at school and in later life. It is one of the best ways of teaching him to study.

The question arises, "When and how shall training in silent reading be given?" The answer is, "A child should be trained to read silently as soon as he can recognize the printed or written representation of one word that he can act, or the name of one object that he can handle or point out." Training in silent reading is a gradual process, but to become effective, it must be emphasized from the first.

The following silent reading exercises may be used with beginners:

(The subject matter for these exercises is taken from "The Little Red Hen," but any story in the Primer may be adapted to these exercises.)

1. Print on the blackboard the words *cat, goose, pig, chicks, hen, wheat, bread.*

Select one of the words, choose a pupil to read it silently and then point to the object in a picture in the Primer.

The word may then be read orally.

2. Print on the blackboard *plant, cut, grind, call, eat.* Point to one of the words and choose a pupil to read the word silently, act it and then read it orally.

3. Print sentences on the blackboard. Choose a pupil to select a sentence, read it silently, act it and then read it orally. For example,

"The Little Red Hen found some wheat."
"The Little Red Hen called the cat."
"The goose said, 'Hiss! Hiss! Hiss!' "

4. Print a set of cards, each containing a different sentence. For example,

"The Little Red Hen said,
'I will plant the wheat.' "
"The goose wanted to eat the bread."
"The little chicks ate the bread."

Distribute the cards. Each pupil reads his card silently, acts the sentence and other pupils guess what has been done.

5. Print on the blackboard several sentences forming a sequence of thought. For example,

"The Little Red Hen
called the cat.
She said,
'Cat, will you
plant the wheat?'
The cat said,
'Meow! Meow!
I will not
plant the wheat.' "

Let the pupils read the sentences silently. Then erase and ask questions based upon the silent reading. For example,

"Who were talking?"
"Who talked first?"
"What did she ask?"
"What did the cat say?"
"How do you think The Little Red Hen felt?"

READING FROM THE BLACKBOARD

IMPORTANT REVIEW

eat	not
would	Then

NEW WORD-GROUPS

wanted to
began to cry

NEW WORDS

wanted	home
to	began
go	cry

Use Word-group Cards 21, 22.
Use Word Cards 49–54.
Use p. 5 of the Review and Drill Chart.

THOUGHT QUESTIONS

How did the little boy try to make the goat go home?
What did the goat do?

READING FROM THE BOOK

The Little Red Hen.

To add interest and variety to this review, give lessons in silent reading, using the vocabulary of "The Little Red Hen." For definite instructions see page 10 D.

SUPPLEMENTARY BLACKBOARD EXERCISES

The goat found some grass.
He said,
"I will eat the grass."
The boy said,
"You shall not
eat the grass."

PHONETICS

Review, *c, p, m, w, l.*
Teach *g* from *goat.*

Use Phonogram Card 6.

The goat wanted to eat the grass.
The Little Boy wanted to go home.
The goat would not go home.
Then the Little Boy began to cry.

Along came a rabbit.
The rabbit said,
"Why are you crying, Little Boy?"

The Little Boy said,
"The goat will not go home."

The rabbit said,
"Stop crying, Little Boy.
I will drive the goat home."

READING FROM THE BLACKBOARD

IMPORTANT REVIEW

you said

NEW WORD-GROUPS

Along came
Why are you crying
Stop crying

NEW WORDS

Along are
came crying
Rabbit Stop
Why drive

Use Word-group Cards 23–25.
Use Word Cards 55–62.

READING FROM THE BOOK

The Little Red Hen.

SUPPLEMENTARY BLACKBOARD EXERCISES

A rabbit came along.
He said to the boy,
"Shall I help you?
Shall I drive the goat home?"

PHONETICS

Review *c, p, m, w, l.*
Teach *b* from *boy.*

Use Phonogram Card 7.

The sound *b* must be taught with great care, and drilled upon most diligently or it will become hopelessly confused with *d* and *p.* Unless carefully taught, it is very difficult for children to distinguish these sounds from each other.

See also directions for teaching the sound *p* on page 6 A.

THE VOICE

There is hardly a person who does not realize the advantage of a well-modulated, expressive voice. It is the most powerful agent for expressing thought and emotion. Nevertheless, children's voices are often greatly neglected. This is very unfortunate, for the kind of training received in childhood determines very largely the quality of the adult voice.

Included under voice training are modulation, enunciation, and expression.

Encourage children to overcome loud, high pitched, as well as low voices. If a child reads in a loud, shrill voice, stand by his side and urge him to read only to you. On the other hand, if a child's voice is too low, and mumbling, ask him to stand before the class and try to make the child in the back seat hear. These devices rarely fail to accomplish the desired results.

Errors in enunciation are not as easily overcome. Faulty enunciation may be the result of—

(1) Defective hearing.

(2) Ignorance of the use of the organs of articulation.

(3) Carelessness in hearing and reproducing words.

The most we can do in the average school room to counteract defective hearing is to seat the child as far forward as possible and urge him to watch your lips for the formation of your words as well as to listen to their sound.

Physical defects of the organs of articulation are overcome to a great degree by teaching the child how to form the sounds, viz., show the child who says *fink* for *think* that the word begins with *th*, which is produced by pressing the **tongue between the teeth,** instead of the **teeth against the lips.** Results from this training may sometimes be slow, but are always certain.

ORAL READING

Although great emphasis should be placed upon silent reading, oral reading must not be underestimated. Oral reading is a means of thought-giving, increases the child's vocabulary and his powers of correct expression, and is a test of silent reading. Therefore, during the first years silent and oral reading should constantly be intermingled.

To secure good oral reading the selections to be read should be based upon the child's own interests. They should be alive and capable of sustaining interest when it is aroused. Intelligent results can never be secured from disconnected, uninteresting subject matter.

During the first year a pupil should rarely be asked to read orally, until he has been given an opportunity to study the selection silently. Silent study preceding oral reading has a three-fold value:

1. It aids thought-getting, the true aim of reading, therefore giving to the oral reading a more intelligent interpretation.

2. It necessitates the study of the whole lesson by every child.

3. It establishes the habit of looking ahead while reading and thus grasping the thought mentally before rendering it orally. It is obvious that the practice of reading silently, and then looking up and repeating what has been read should be discouraged. This practice overcomes rather than establishes the valuable habit of training the eye to keep ahead of the voice.

Dramatization is another valuable aid to oral reading. The child lives the story in the dramatization, therefore, the oral reading will be more intelligent, and as a consequence more expressive and interesting.

The value of hearing good reading models can hardly be overestimated. Read to your class as often as possible. Occasionally read their reading selections. Take one of the parts in the dramatization of a story. Your participation will delight the children as well as furnish them with a good model.

READING FROM THE BLACKBOARD

IMPORTANT REVIEW

ran Then

NEW WORD-GROUP

ran after

Use Word-group Card 26.

NEW WORDS

after want

No

Use Word Cards 63–65.
Use p. 6 of the Review and Drill Chart.

READING FROM THE BOOK

Now that the fundamental vocabulary of "The Boy and the Goat" has been mastered, the class may read from the books that part of the story already developed on the blackboard, i. e., to page 14.

The blackboard development of the rest of the story should be kept at least one lesson in advance of the reading from the book.

SUGGESTION

Play "The Boy and the Goat" at intervals during the reading. This will preserve the continuity of the story.

SUPPLEMENTARY BLACKBOARD EXERCISES

The rabbit called the goat.
The goat did not want to go home.
He began to eat grass.

PHONETICS

Review *c, p, m, w, l, g, b.*
Teach *r* from *rabbit.*

Use Phonogram Card 8.

The rabbit ran after the goat.
He said,
"Go home, goat! Go home!"
The goat said,
"No, I will not go home.
I want to eat some grass."
Then the rabbit began to cry.

Along came a squirrel.
The squirrel said,
"Why are you crying, rabbit?"
The rabbit said,
"The goat will not go home."
The squirrel said,
"Stop crying, rabbit.
I will drive the goat home."

READING FROM THE BLACKBOARD

NEW WORD

squirrel

Use Word Card 66.

READING FROM THE BOOK

To page 14.

PHONETICS

Review *c, p, m, w, l, g, b, r.*

Develop the phonogram *at* from *cat* by the following method:

Print *cat* on the board.

Cover *at* with a card.

The children will recognize the familiar sound *c,* and sound it.

Cover *c* and ask, "What does the *last* part of *cat* say?"

After several pupils have sounded the last part of *cat* (*at*) say,

"My crayon can say *at,* too.
Watch what the crayon prints."

Then print *at* several times under *cat* thus:

cat
at
at
at
at
at

Let the class tell what the crayon printed.

When this has been drilled on, prefix the familiar sounds *p, m, b* and *r* to *at* and blend the new words.

After prefixing these sounds to the phonogram *at,* the blackboard will appear as follows:

cat
at
pat
mat
bat
rat

Use Phonogram Card 9.

SUGGESTIONS FOR TEACHING "FAMILIES"

At first it is advisable to use only the side | cat, / at | but after a few lessons use the side | at, | referring to the first side only to recall to a child the word of which *at* is a part.

For a drill device, prefix the Phonogram Cards *p, m, b, r* one by one to the Phonogram Card *at,* thus building words in the *at* family.

It is best to train the child to recognize families in the form in which he is to encounter them in his reading. Therefore, when printing a word on the board to be blended, never separate the family from the initial consonant, viz., *p at,* but always print the word as a whole, i. e., *pat.*

In the Primer and First Reader of this series, the list of "families" has been made as small as possible. Only those families are taught that yield a great number of words frequently used.

Teaching a group of letters as a whole, or a "family," may be compared to teaching words as sight words. Until the child gains phonetic power, the number of sight words he learns must necessarily be larger than the number of phonetic words. But as he gains phonetic power he gradually learns more phonetic words and fewer sight words until in the third year he learns all new words phonetically or diacritically.

In the same way the child learns important families by sight (taken from key-words), **but as he gradually gains the power to sound single, double and blended consonants and the long and short sounds of vowels, he should not learn families by sight, but should use his phonetic power to blend an unfamiliar family or word.** The transition from learning families by sight to learning them by blend is the most important phase of the phonetic work in the last half of the first year.

GENERAL SUGGESTIONS FOR TEACHING PHONETICS

1. In phonetics, the aim is not to teach an exhaustive list of words, but to supply the child with the tools to assist him in mastering new words for himself.

2. Train the pupils as early as possible to acquire the habit of analyzing words to discover familiar phonetic parts.

3. All phonetic drills should be given in a regular period set aside for this purpose. Only the application of phonetics should be touched upon during the reading lesson.

4. Instant recognition is the key-note to success in phonetics. Phonetic drills should be conducted in a brisk, spirited manner.

5. Concert work should rarely be allowed in phonetic drills.

6. When teaching a new sound, always call upon the best pupils first so that the slower ones may have the advantage of hearing the sound given accurately several times before they attempt to reproduce it.

7. Never use a word as a key-word until it has become thoroughly fixed by frequent repetition.

8. The **oral separation** of a word into its phonetic parts, as, *w-ill*, may be permitted at first, but children should gradually be trained to recognize a word's phonetic parts, blend them **silently** and then pronounce the word as a whole. Thinking the blend, or **silent blend, is an outgrowth of oral blend.**

READING FROM THE BLACKBOARD

No new words.

READING FROM THE BOOK

To page 15.

SILENT READING

Print the following words on the blackboard: *boy, goat, rabbit, squirrel.*

Select a word and ask the pupils to read it to themselves and then point to a picture of the word in their books.

Point to an illustration of one of the words in a pupil's book and ask him to point to the word on the blackboard.

SUGGESTION

When teaching the pages on which there are no new words, use the opportunity to give extra time to phonetic drills.

See page 14 C for "General Directions for Teaching Phonetics."

PHONETICS

Review *c, p, m, w, l, g, b, r.*

Teach *t* from *to.*

Use Phonogram Card 10.

Review and blend the *at* family.

Use the blended words in oral sentences.

The squirrel ran after the goat.
He said,

"Go home, goat! Go home!"

The goat said,

"No, I will not go home.
I want to eat some grass."

Then the squirrel began to cry.

Along came a fox.
The fox said,
"Why are you crying, squirrel?"
The squirrel said,
"The goat will not go home."
The fox said,
"Stop crying, squirrel.
I will drive the goat home."

READING FROM THE BLACKBOARD

NEW WORD

fox

Use Word Card 67.

READING FROM THE BOOK

To page 16

Before reading any lesson from the book, **study and drill from the board all difficulties encountered during the previous lesson.**

PHONETICS

Review *c, p, m, w, l, g, b, r, t.*

Teach *s* from *some.*

Use Phonogram Card 11.

Review *at* family.

Use the words in oral sentences.

Never use a word as a key-word until it has been fixed by frequent repetition, viz., be sure that the word *some* is thoroughly familiar to every child before using it as a key-word to teach the sound *s.*

TEACHER'S MEMORANDA

READING FROM THE BLACKBOARD

No new words.

READING FROM THE BOOK

To page 17.

PHONETICS

Review *c, p, m, w, l, g, b, r, t, s.*
Teach *h* from *hen.*

Use Phonogram Card 12.

Review the *at* family.

TEACHER'S MEMORANDA

The fox ran after the goat.
He said,
"Go home, goat! Go home!"
The goat said,
"No, I will not go home.
I want to eat some grass."
Then the fox began to cry.

A bumblebee flew by.
The bumblebee said,
"Why are you crying, fox?"
The fox said,
"The goat will not go home."
The bumblebee said,
"Stop crying, fox.
I will drive the goat home."

READING FROM THE BLACKBOARD

NEW WORD-GROUP

flew by

Use Word-group Card 27

NEW WORDS

bumblebee
flew
by

Use Word Cards 68–70.

READING FROM THE BOOK

To page 18.

SILENT READING

Let the class select pupils to be the little boy, the goat, the rabbit, the squirrel, the fox, and the bumblebee.

Print on the blackboard sentences similar to the following:

A rabbit came along.
The little boy began to cry.
A squirrel came along.
The fox began to cry.
A bumblebee flew by.

Have the pupils read the sentences silently, and then act them.

PHONETICS

Review *c, p, m, w, l, g, b, r, t, s, h.*

Teach *f* from *fox.*

Use Phonogram Card 13.

Review the *at* family.

READING FROM THE BLACKBOARD

IMPORTANT REVIEW

me	Then
you	Boy

NEW WORD-GROUP

Thank you.

NEW WORDS

Oh	stopped
sting	Thank

Use Word-group Card 28.
Use Word Cards 71–74.
Use p. 7 of the Review and Drill Chart.

READING FROM THE BOOK

Finish the story.

THOUGHT QUESTIONS

What part of the story tells you that the little boy was polite?

How did the rabbit and the squirrel and the fox feel when the bumblebee drove the goat home?

PHONETICS

Review *c, p, m, w, l, g, b, r, t, s, h, f,* and the *at* family.
Teach phonogram *ill* from *will.*

Use Phonogram Card 14.

Blend *pill, mill, gill, bill, till, sill, hill, fill.*
Use the above words in oral sentences.

After a new family has been taught, always leave it on the blackboard for a few days. Write the word from which the family is taken **above** the family and other words in the **same family below,** viz.,

will
ill
bill
gill
hill (etc.)

The bumblebee flew after the goat.

"Z-Z-Z-Z-Z-Z-Z-Z"

The goat said,

"Oh, the bumblebee will sting me!"

And he ran home.

Then the Little Boy stopped crying. He said,

"Thank you. bumblebee."

THE WEE WEE WOMAN

Once there was
a Wee Wee Woman.
She lived in a wee wee house.

Do not tell the entire story of "The Wee Wee Woman" to the class. Merely suggest the nature of the story, leaving the pupils to discover the outcome of the story from their own reading. (See III, page 46 B.)

READING FROM THE BLACKBOARD

See page 20 B.

IMPORTANT REVIEW

she
in (from *into*)

NEW WORD-GROUPS

Once there was
A Wee Wee Woman
in a wee wee house

Use Word-group Cards 29-31.

NEW WORDS

See page 20 C.

Once	Woman
there	lived
was	house
Wee	

Use Word Cards 75-81.
Use p. 8 of the Review and Drill Chart.

READING FROM THE BOOK

Review to page 20.

SUPPLEMENTARY BLACKBOARD EXERCISE

The Wee Wee Woman had a house.
She lived in the house.
The little boy had a house.
The little red hen had no house.

PHONETICS

Review consonants and the *at* and *ill* families.

METHOD OF PRESENTING "THE WEE WEE WOMAN"

Following the method outlined in the Manual, the story of "The Little Red Hen" and "The Boy and the Goat," is first told to the class. Then the children retell and dramatize the stories before the printed or written form is presented. But beginning with the "Wee Wee Woman," tell the children only enough of the story to arouse their curiosity and to create in them a desire to discover the outcome of the story, viz., say,

"Our next story is about a Wee Wee Woman who lived in a wee wee house. One night this Wee Wee Woman heard a noise. What do you think that noise was? Let us read the rest of the story and find out."

Develop and drill on the new words occurring on a page before the class attempts to read that page from the blackboard (see *Plan for Developing New Words* on page 20 C of the Manual); then read the page from the book.

After the entire story has been read, have it dramatized and then reread. This rereading after the dramatization will indicate a marked improvement in the interpretation and the general comprehension of the story as a whole.

PLAN FOR DEVELOPING NEW WORDS

1. If possible always develop a new word phonetically.

2. If a word cannot be developed phonetically, compare it with a familiar word, viz.,

chair (a familiar word)
stair (the new word)

Lead the children to see that in these words—*chair* and *stair*, only the first sounds differ.

3. A word which can neither be developed phonetically nor by comparison should be taught as a sight word, according to the following plan:

Associate a sight word with its meaning and have sentences given illustrating the new word, viz.,

"In what do you live?"
Ans. "I live in a *house.*"
"The Wee Wee Woman
lived in a *house.*"

Then print *in a house* on the blackboard.

Always teach a sight word in a word-group whenever possible, viz.,

Once upon a *time*
in her wee wee *bed*

READING FROM THE BLACKBOARD

IMPORTANT REVIEW

had by
was

NEW WORD-GROUPS

By the wee wee bed
On the wee wee table

Use Word-group Cards 32–33.

NEW WORDS

bed On
table candle

Use Word Cards 82–85.

READING FROM THE BOOK

Review to page 21.

SUPPLEMENTARY BLACKBOARD EXERCISE

The Wee Wee Woman
had a bed and a table.
A candle was on the table.
The table was a wee wee table.
The candle was a wee wee candle.

TEACHER'S MEMORANDA

The Wee Wee Woman
had a wee wee bed.
By the wee wee bed
was a wee wee table.
On the wee wee table
was a wee wee candle.

One night the Wee Wee Woman
went to bed.

Soon she heard a noise.
She said,
"Who is there?"

READING FROM THE BLACKBOARD

IMPORTANT REVIEW

to who

NEW WORD-GROUPS

One night
heard a noise

NEW WORDS

One heard
night noise
went is
Soon

Use Word-group Cards 34–35.
Use Word Cards 86–91.
Use p. 9 of the Review and Drill Chart.

READING FROM THE BOOK

To page 22.

THOUGHT QUESTIONS

Why did the Wee Wee Woman live in a wee wee house?

Why was the wee wee candle on the wee wee table by the wee wee bed?

SUPPLEMENTARY BLACKBOARD EXERCISE

One night the Wee Wee Woman
heard a noise.
She said,
"Who is in my house?"

TEACHER'S MEMORANDA

READING FROM THE BLACKBOARD

NEW WORD-GROUP

under her wee wee bed

Use Word-group Card 36.

NEW WORDS

lighted	under
her	nothing
looked	

Use Word Cards 93–97.

SUGGESTION

The following game will prove helpful while teaching the prepositions *under*, *on* and *in:*

Hold up the card *under*, and have pupils put their hands **under** their desks. Hold up the card *on* and have hands **on** the desks. Hold up the card *in*, hands **in** the desks. Flash the cards rapidly and see how many children you can "catch."

READING FROM THE BOOK

To page 23.

SUPPLEMENTARY BLACKBOARD EXERCISES

The house was in the woods.
The cat is under the chair.
The candle is on the table.
Who is in my house?
Is the bread on the table?
The boy went into the woods.

Then the Wee Wee Woman
lighted her wee wee candle.

She looked
under her wee wee bed.
There was nothing there.

She went down her wee wee stairs.
She looked under her wee wee chairs.
There was nothing there.

She looked under her wee wee table.
There was nothing there.

READING FROM THE BLACKBOARD

NEW WORD-GROUP

down her wee wee stairs

Use Word-group Card 37.

NEW WORDS

down
stairs
chairs

Use Word Cards 98–100.
Use p. 10 of the Review and Drill Chart.

Call the children's attention to the ending of *stairs* and *chairs*. Point out that although they have the same ending, the beginnings are different—that *stairs* begins with the familiar sound *s*. Take every opportunity to lead the children to analyze words, noticing beginnings, families, endings, etc. It is an invaluable habit to form, both in reading and spelling.

READING FROM THE BOOK

To page 24.

THOUGHT QUESTION

Why did the Wee Wee Woman look under her wee wee bed?

TEACHER'S MEMORANDA

READING FROM THE BLACKBOARD

IMPORTANT REVIEW

Then up

NEW WORD-GROUPS

up her wee wee stairs
blew out

Use Word-group Cards 38–39.

NEW WORDS

blew got
out

Use Word Cards 101–103.

SUGGESTION

The following device may be used to fix the words *down, up; out, in.* During the Physical Training exercises, instead of giving the orders, "Arms up—down—in—out," etc., flash these word cards, and see how many children can follow correctly your silent directions.

READING FROM THE BOOK

To page 25.

THOUGHT QUESTION

Why were the stairs wee?

TEACHER'S MEMORANDA

Then the Wee Wee Woman
went up her wee wee stairs.

She blew out her wee wee candle,
and got into her wee wee bed.

Soon the Wee Wee Woman
heard the noise again.
She got out of her wee wee bed.
She lighted her wee wee candle,
and went down her wee wee stairs.

READING FROM THE BLACKBOARD

NEW WORD-GROUP

got out of

Use Word-group Card 40.

NEW WORDS

again of

Use Word Cards 104–105.
Drill on the prepositions on p. 10 of the Review and Drill Chart

READING FROM THE BOOK

To page 26.

SUPPLEMENTARY BLACKBOARD EXERCISES

The Wee Wee Woman
got out of her chair.
The cat ran up the stairs.
The candle went out.
The bumblebee
flew out of the house.
The goat was in the woods.
The boy went down the stairs.

PHONETICS

It is presupposed that the teacher will always give drills and master all difficulties before beginning new work in phonics.

Teach *n* from *noise*.

Use Phonogram Card 15.

READING FROM THE BLACKBOARD

No new words.

Emphasis has been placed upon prepositions throughout "The Wee Wee Woman."

There have been six word-group cards presented, each beginning with an important preposition. Two devices have been suggested to use for drill on prepositions.

After the meanings of these prepositions have been thoroughly grasped, drill on the list of prepositions on page 10 of the Review and Drill Chart.

A preposition should **always** be taught in a word-group, **never** as an isolated word.

READING FROM THE BOOK

To page 27.

SILENT READING

Print the following sentences on the blackboard, and choose pupils to read them silently and act them:

The Wee Wee Woman lighted her candle.
The Wee Wee Woman blew out her candle.
The Wee Wee Woman looked under her chairs.
The Wee Wee Woman looked under her table.

PHONETICS

Teach *ch* from *chair*.

Use Phonogram Card 16.

Blend and use in oral sentences: *chat* and *chill*.

She looked
under her wee wee chairs.
There was nothing there.
She looked
under her wee wee table.
There was nothing there.

So the Wee Wee Woman
went up her wee wee stairs.
She blew out her wee wee candle,
and got into her wee wee bed.

READING FROM THE BLACKBOARD

No new words.

Drill on the prepositions on page 10 of the Review and Drill Chart.

READING FROM THE BOOK

To page 28.

SUPPLEMENTARY BLACKBOARD EXERCISE

Sentences similar to the following should frequently be used to illustrate and give drill on the blend words:

The bread is *hot.*
The *pot* was *not* on the table.

PHONETICS

Teach *ot* from *got.*

Use Phonogram Card 17.

Blend and use in oral sentences:

cot
got
hot
lot
not
pot
tot

Encourage the pupils to suggest as many of these words as possible.

Prefix Phonogram Cards *c, g, h, l, n, p, t,* to Phonogram Card 17 (*ot*).

READING FROM THE BLACKBOARD

NEW WORDS

tried sleep

Use Word Cards 106–107.

Drill on the prepositions on page 10 of the Review and Drill Chart

READING FROM THE BOOK

To page 29.

SUPPLEMENTARY BLACKBOARD EXERCISES

The Wee Wee Woman
called out,
"Who is in my house?"
But she heard nothing.
Then she went to bed.

PHONETICS

Blend and use in oral sentences:

sill
hot
hat
bill
rat
pot

The Wee Wee Woman
tried to sleep.
But soon she
heard the noise again.
She got out of her wee wee bed.
She lighted her wee wee candle,
and went down her wee wee stairs.

She looked under her wee wee chairs.
There was nothing there.
She looked under her wee wee table.
There was nothing there.
Then she looked
in her wee wee cupboard.
And out jumped—Boo!

READING FROM THE BLACKBOARD

NEW WORDS

cupboard Boo
jumped

Use Word Cards 108–110.

READING FROM THE BOOK

Finish the story.

THOUGHT QUESTIONS

How many times did the Wee Wee Woman hear the noise?

What was "Boo"?

It is interesting to find out each child's idea of "Boo." The mystery of "Boo" appeals very strongly to children. Do not try to solve the mystery for them.

Have the story dramatized, then reread. The class will then show deeper understanding and read with better expression.

PHONETICS

Review *in*.

Use Phonogram Card 18.

Blend and use in oral sentences:

tin
win
fin
chin
pin

READING FROM THE BLACKBOARD

NEW WORDS

old	gone
hill (h ill)	lives
if	still

Use Word Cards 111–116.
Use p. 11 Review and Drill Chart.

READING FROM THE BOOK

Read the rhyme.

THOUGHT QUESTION

What does "under a hill" mean?

The nursery rhymes in the Primer may be printed on the blackboard, line by line, **before** the word drill. The children will be able to read many of the words, and can get the rest from the context. After this, the words should be drilled upon.

It happens frequently that an unusual word occurs in a nursery rhyme. With such words work only long enough to enable the children to read them in the rhyme. But always drill very thoroughly on the words that belong to a child's fundamental vocabulary.

PHONETICS

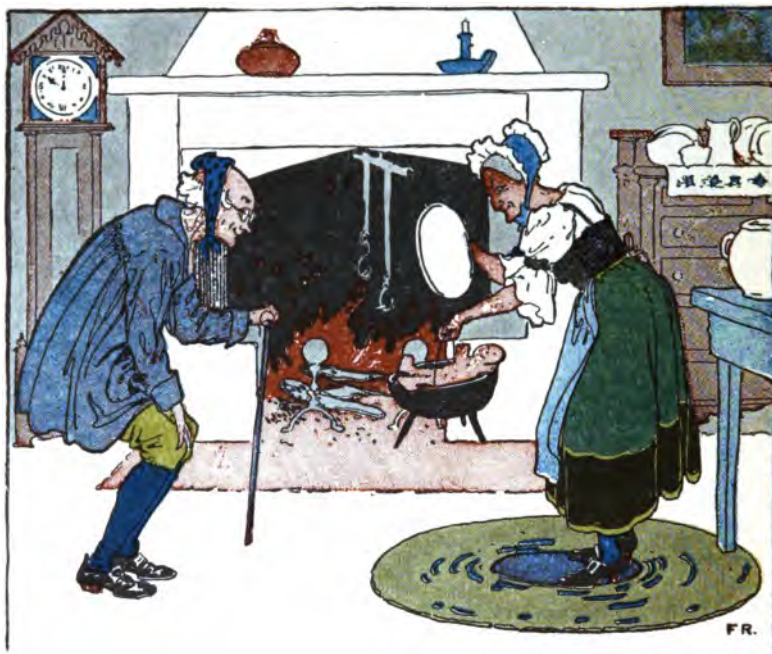
Review *an*.

Use Phonogram Card 19.

Blend and use in oral sentences:

can
fan
man
Nan
pan
ran
tan

There was an old woman
Lived under a hill.
And if she's not gone,
She lives there still.



THE GINGERBREAD BOY

There was a little old woman
and a little old man.
They had a little old kettle,
and a little old pan.
The little old woman
made a Gingerbread Boy.

READING FROM THE BLACKBOARD

IMPORTANT REVIEW

had little

NEW WORD-GROUPS

little old woman
little old man
little old kettle
little old pan

Use Word-group Cards 41–44.

NEW WORDS

man (P)
kettle
pan (P)
made
Gingerbread

Use Word Cards 117–121.

All new words followed by (P) should be sounded phonetically and not taught as sight words.

READING FROM THE BOOK

To "The Gingerbread Boy."

TEACHER'S MEMORANDA

READING FROM THE BLACKBOARD

IMPORTANT REVIEW

under ran

NEW WORDS

put upset
away

Use Word Cards 122–124.

READING FROM THE BOOK

To page 33.

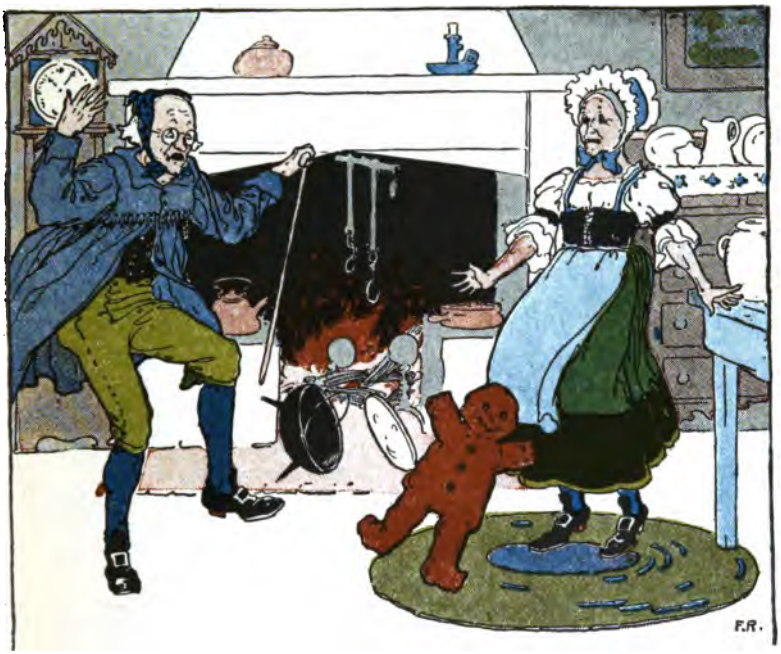
THOUGHT QUESTION

How is a kettle different from a pan?

SUPPLEMENTARY BLACKBOARD EXERCISE

The Little Old Woman said,
"I will make
a Gingerbread Boy.
I will put him
in the kettle.
I will put the kettle
under the pan."

TEACHER'S MEMORANDA



She put the Gingerbread Boy
in the little old kettle
under the little old pan.
The Gingerbread Boy
upset the little old kettle
and the little old pan
and ran away.

"Stop, Gingerbread Boy!"
called the little old man.
"Stop, Gingerbread Boy!"
called the little old woman.

READING FROM THE BLACKBOARD

IMPORTANT REVIEW

called
stop

No new words.

READING FROM THE BOOK

To page 34.

THOUGHT QUESTIONS

Why did the little old woman put the Gingerbread Boy in the little old kettle?

Why did she put the little old pan on the little old kettle?

PHONETICS

Teach the sound *k* from *kettle.*

Use Phonogram Card 20.

Blend *kill.*

TEACHER'S MEMORANDA

READING FROM THE BLACKBOARD

IMPORTANT REVIEW

after
they

NEW WORD-GROUP

could not catch him

Use Word-group Card 45.

NEW WORDS

but
could
catch (P)
him

Use Word Cards 125–128.
Use p. 12 of the Review and Drill Chart.

Drill on *put* and *but*. Sounding the first letters of these words will help the children distinguish one from the other.

READING FROM THE BOOK

To page 35.

SUPPLEMENTARY BLACKBOARD EXERCISE

The little old man
called the Gingerbread Boy.
But the Gingerbread Boy
did not stop.
The little old man could not catch him.

"Stop, Gingerbread Boy!"
called the little old kettle
and the little old pan.
They ran after the Gingerbread Boy,
but they could not catch him.

The Gingerbread Boy
met a cat.

READING FROM THE BLACKBOARD

NEW WORD-GROUP

met a cat

Use Word-group Card 46.

NEW WORD

met

Use Word Card 129.

READING FROM THE BOOK

To page 36.

TEACHER'S MEMORANDA

READING FROM THE BLACKBOARD

NEW WORD-GROUPS

run away
from you
ran on

Use Word-group Cards 47–49.

NEW WORDS

from	run
can (P)	So

Use Word Cards 130–133.

READING FROM THE BOOK

To page 37.

SUPPLEMENTARY BLACKBOARD EXERCISE

The cat called out,
"Stop, Gingerbread Boy!
I want to eat you."
The Gingerbread Boy said,
"You shall not eat me.
I will run away from you."
And he did.

TEACHER'S MEMORANDA

The cat said,

"Stop, Gingerbread Boy!"

The Gingerbread Boy said,

"I ran away

from the little old woman,

the little old man,

the little old kettle,

the little old pan,

and I can run away from you."

So the Gingerbread Boy ran on.

The cat ran after him,

but she could not catch him.

The Gingerbread Boy
met a dog.

READING FROM THE BLACKBOARD

NEW WORD

dog

Use Word Card 134.

READING FROM THE BOOK

To page 38.

TEACHER'S MEMORANDA

READING FROM THE BLACKBOARD

No new words.

READING FROM THE BOOK

To page 40.

Pages 39 to 44 afford an excellent opportunity to introduce direct reading from the book, i. e., reading without previous blackboard presentation of a given page. There are no new words from pages 39 to 44, therefore the class will read these pages very fluently without having the sentences presented on the blackboard.

SUPPLEMENTARY BLACKBOARD EXERCISE

The dog said,
"I want to eat
that Gingerbread Boy.
I will catch him."
The dog ran and ran.
The Gingerbread Boy
ran and ran.
So the dog
could not catch him.

PHONETICS

Teach *ut* from *but.*

Use Phonogram Card 21.

Blend and use in oral sentences:

cut
but
hut
nut
rut

The dog said,

"Stop, Gingerbread Boy!"

The Gingerbread Boy said,

"I ran away
from the little old woman,
the little old man,
the little old kettle,
the little old pan.
I ran away from the cat,
and I can run away from you."

So the Gingerbread Boy ran on.

The dog ran after him,
but he could not catch him.

The Gingerbread Boy
met a pig.

READING FROM THE BLACKBOARD

No new words.

READING FROM THE BOOK

To page 41.

TEACHER'S MEMORANDA

READING FROM THE BLACKBOARD

No new words.

READING FROM THE BOOK

To page 42.

PHONETICS

Teach *d* from *dog*.

Use Phonogram Card 22.

See directions for teaching *p* on page 6 A.
Also see directions for teaching *b* on page 12 A.

Blend and use in oral sentences:

din
Dan

SUPPLEMENTARY BLACKBOARD EXERCISE

The old man said to the pig,
"Pig, run and catch the Gingerbread Boy."
The pig said,
"I cannot catch the Gingerbread Boy."

TEACHER'S MEMORANDA

The pig said,

"Stop, Gingerbread Boy!"

The Gingerbread Boy said,

"I ran away
from the little old woman,
the little old man,
the little old kettle,
the little old pan.
I ran away
from the cat and the dog,
and I can run away from you."

So the Gingerbread Boy ran on.

The pig ran after him,
but he could not catch him.

The Gingerbread Boy
met a hen.

READING FROM THE BLACKBOARD

No new words.

READING FROM THE BOOK

To page 43.

TEACHER'S MEMORANDA

READING FROM THE BLACKBOARD

No new words.

READING FROM THE BOOK

To page 44.

PHONETICS

Review *old.*

Use Phonogram Card 23.

Blend and use in oral sentences:

bold
cold
fold
hold
gold
mold
sold
told

TEACHER'S MEMORANDA

The hen said,

"Stop, Gingerbread Boy!"

The Gingerbread Boy said,

"I ran away
from the little old woman,
the little old man,
the little old kettle,
the little old pan.
I ran away
from the cat, the dog and the pig,
and I can run away from you."

So the Gingerbread Boy ran on.

The hen ran after him,
but she could not catch him.

The Gingerbread Boy
met a fox.

The fox said,
"Stop, Gingerbread Boy!"

The Gingerbread Boy said,
"I ran away
from the little old woman,
the little old man,
the little old kettle,
the little old pan.
I ran away
from the cat, the dog, the pig,
and the hen,
and I can run away from you."

So the Gingerbread Boy ran on.

READING FROM THE BLACKBOARD

No new words.

READING FROM THE BOOK

To page 45.

SILENT READING

Choose a pupil to be the Gingerbread Boy and let him choose a cat, a dog, a pig, a hen, and a fox.

Print the following sentences on the blackboard and let the pupils read them silently and act them:

The Gingerbread Boy met a cat.
The Gingerbread Boy met a dog.
The Gingerbread Boy met a pig.
The Gingerbread Boy met a hen.
The Gingerbread Boy met a fox.

PHONETICS

Teach *y* from *you.*

Use Phonogram Card 24.

TEACHER'S MEMORANDA

READING FROM THE BLACKBOARD

NEW WORDS

caught
that
end

Use Word Cards 135–137.
Use p. 13 of the Review and Drill Chart.

READING FROM THE BOOK

Finish "The Gingerbread Boy."

THOUGHT QUESTION

Why was it the end of the Gingerbread Boy?

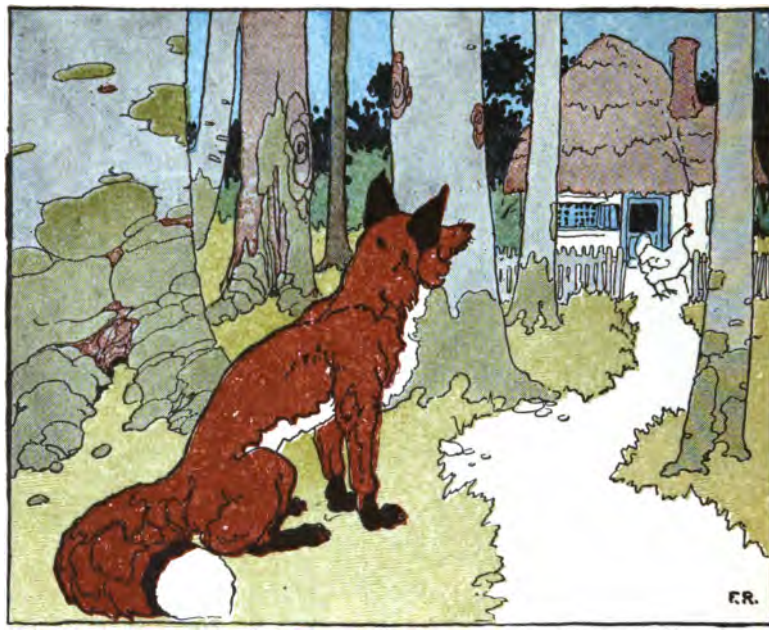
SUGGESTION

Have the children play the story, and then reread it. The class will then show a deeper understanding of the story, and will read with more interesting expression.

SUPPLEMENTARY BLACKBOARD EXERCISE

The Gingerbread Boy said,
"You are the fox,
but I can run away from you."
The fox said,
"A little Gingerbread Boy
cannot run away
from a fox.
I shall catch you."
And the fox
did catch the Gingerbread Boy.

The fox ran after him
and caught him.
And that was the end
of the Gingerbread Boy.



HENNY PENNY

Sly Fox lived in the woods.
Henny Penny lived
in a little house.
The house was near the woods.

Sly Fox said,
"Some day I will catch Henny Penny."

BLACKBOARD PREPARATION

Beginning with page 46, blackboard presentation of the pages in the Primer ceases, and the pupils read directly from their books. See p. 46 C. On account of this transition **"Blackboard Preparation"** takes the place of **"Reading from the Blackboard."**

IMPORTANT REVIEW

lived
house
her
catch
was
woods
some

NEW WORD-GROUP

in the woods
near the woods

Use Word-group Cards 50–51.
Use Word Cards 138–139.

NEW WORDS

Henny Penny
near
Sly
day

As the class progresses and becomes more proficient in word mastery, less word-groups are selected for special drill, and the word cards include only those words which occur most frequently in the child's fundamental vocabulary. However, the Review and Drill Chart includes every word used in the Primer.

READING FROM THE BOOK

Page 46.

THOUGHT QUESTION

Why did Sly Fox want to catch Henny Penny?

SUPPLEMENTARY BLACKBOARD EXERCISE

Henny Penny
was a little hen.
She lived near Sly Fox.
Sly Fox wanted to catch Henny Penny.

SUMMARY OF THE METHOD OF PRESENTING THE STORIES IN THE PRIMER

I. The Little Red Hen.

1. Story told by the teacher.

2. Story retold and dramatized by the pupils.

3. Story read from the blackboard.

4. Story read from the book.

II. The Boy and the Goat.

1. Story told by the teacher.

2. Story retold and dramatized by the pupils.

3. A portion of the story read from the blackboard and then from the book.

4. Rest of the story read from the blackboard at least one page in advance of the reading from the book.

III. The Wee Wee Woman.

1. The teacher hints at the nature of the story and discusses the pictures with the pupils. She leaves the discovery of the outcome of the story as the pupils' aim for the reading lesson.

2. Important words reviewed, new word-groups and new words presented.

3. Story read from the blackboard at least one page in advance of the reading from the book.

4. Story discussed, reproduced orally, dramatized and reread.

IV. The Gingerbread Boy.

1. The teacher hints at the nature of the story and discusses the pictures with the pupils. She leaves the discovery of the outcome of the story as the pupils' aim for the reading lesson.

2. Important words reviewed, new word-groups and new words presented.

3. Story read from the blackboard to page 39, at least one page in advance of the reading from the book.

4. The rest of the story read from the book without previous blackboard presentation.

5. Story discussed, reproduced orally, dramatized and reread.

V. Henny Penny.

1. The teacher hints at the nature of the story and discusses the pictures with the pupils. She leaves the discovery of the outcome of the story as the pupils' aim for the reading lesson.

2. Important words reviewed, new word-groups and new words taught.

3. Story read from the book.

4. Story discussed, reproduced orally, dramatized and reread.

The rest of the stories in the Primer are presented according to the plan for Henny Penny.

BLACKBOARD PREPARATION

IMPORTANT REVIEW

if did
go but

NEW WORD

waited

READING FROM THE BOOK

To page 48.

THOUGHT QUESTION

How did Henny Penny know that Sly Fox would catch her if she went into the woods?

PHONETICS

Teach *s* from *woods*.

Call it the "bee sound" to differentiate it from the *s* in *some*.

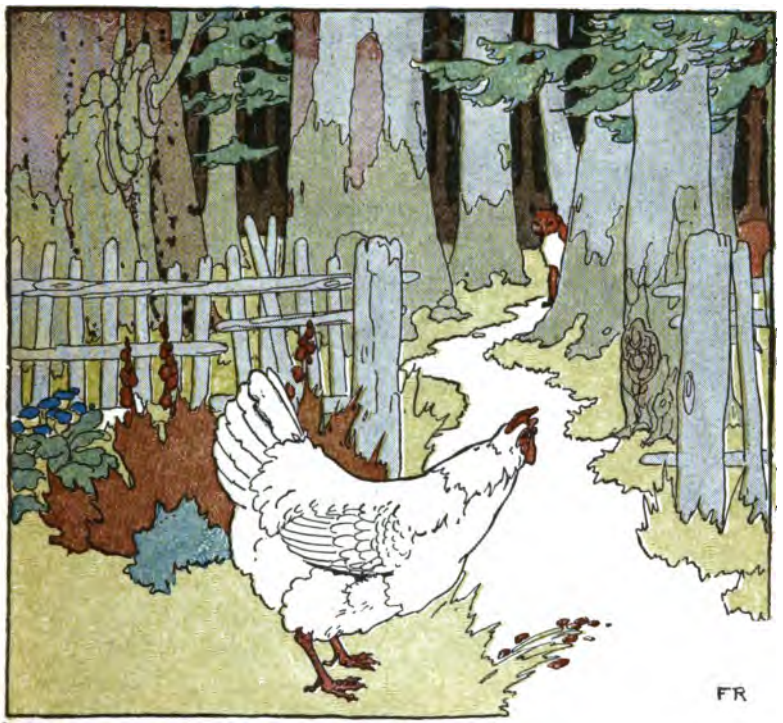
Use Phonogram Card 25.

Blend and use in oral sentences:

hens
pigs
boys
candles
runs

Add *s* to the words in the following list and see how many children can tell whether you have added the "bee-sound" of *s* or the sound of *s* that we have in *some* (the "hissing sound").

plant
goat
squirrel
sting
cat
eat
bed
thank



Henny Penny said,
"Sly Fox will catch me
if I go into the woods."

Sly Fox waited and waited,
but Henny Penny did not go
into the woods.

Sly Fox said,
"I will catch Henny Penny."

So he hid in the grass
near Henny Penny's house.
Then he waited for Henny Penny.

BLACKBOARD PREPARATION

IMPORTANT REVIEW	NEW WORD
did	hid (did)

When teaching the word *hid*, teach it from the familiar word *did*, as follows:

Print *did* on the board twice, thus, *did*
did

Ask the class to tell you what you have written.

Erase *d* in the lower word *did* and ask what the last part of *did* says.

Then prefix *h* to *id* thus, *did*
hid

The class will be able to blend *hid*.

Do not require the class to memorize the phonogram *id*, but leave the two words on the board, *hid* printed under *did* (the **unknown** under the **known**).

This is the method of teaching a word by **comparison**, and is an invaluable aid in teaching un-phonetic words, or phonetic words whose phonetic elements have not been taught.

When a new word is to be taught by comparison, the Manual will indicate this by enclosing in parentheses the familiar word with which the new word is to be compared, viz., *hid* (*did*).

READING FROM THE BOOK

To page 49.

PHONETICS

Teach *ear* from *near*.

Use Phonogram Card 26.

Blend and use in oral sentences:

dear	near
fear	rear
hear	tear

BLACKBOARD PREPARATION

IMPORTANT REVIEW

came out
along jumped
caught

NEW WORD-GROUPS

jumped out
What shall I do?

NEW WORDS

cried What
Cluck do (to)

Use Word-group Cards 52–53.
Use Word Cards 140–141.
Use p. 14 of the Review and Drill Chart.

READING FROM THE BOOK

To page 50.

THOUGHT QUESTIONS

Why didn't Henny Penny see Sly Fox?
How did Sly Fox carry Henny Penny into the woods?

SUPPLEMENTARY BLACKBOARD EXERCISE

Sly Fox said,
"I want to eat Henny Penny.
I will catch her."
Soon Henny Penny ran by.
Sly Fox caught her
and ran away.

SILENT READING

Choose pupils to be Sly Fox and Henny Penny.

Print the following sentences on the blackboard, have the pupils read them silently and then act them:

Sly Fox said,
"I will catch Henny Penny."
And he did.

Soon Henny Penny came along.
Sly Fox jumped out
and caught her.
Then he ran into the woods.

Henny Penny cried,
"Cluck, cluck! Cluck, cluck!
What shall I do?"

A woodpecker
heard Henny Penny cry.
He flew down on Sly Fox's back.
Then he pecked Sly Fox's back.
But Sly Fox
would not let Henny Penny go.

BLACKBOARD PREPARATION

IMPORTANT REVIEW

heard down
flew would

NEW WORDS

woodpecker pecked
back let (met)

Use Word Cards 142–143

READING FROM THE BOOK

To page 51.

THOUGHT QUESTION

Why was it hard for the woodpecker to hurt Sly Fox's back?

SUPPLEMENTARY BLACKBOARD EXERCISE

The Woodpecker said,
"I will drive away Sly Fox."
So he pecked Sly Fox's back.
But Sly Fox ran on.
He would not
let Henny Penny go.

BLACKBOARD PREPARATION

IMPORTANT REVIEW

help me

NEW WORD

head

Use Word Card 144.

READING FROM THE BOOK

To page 52.

SUPPLEMENTARY BLACKBOARD EXERCISE

Henny Penny cried,
"Who will help me?"
The Woodpecker said,
"I will help Henny Penny.
I will drive away Sly Fox."

PHONETICS

Review the word *eat*.

Use Phonogram Card 27.

Blend and use in oral sentences:

beat
meat
cheat
heat
neat
seat

Henny Penny cried,
"Cluck, cluck! Cluck, cluck!
Help me! Help me!"
Then the woodpecker
pecked Sly Fox's head.
But Sly Fox
would not let Henny Penny go.

Then the woodpecker
pecked Sly Fox's nose.
This made him angry.
He opened his mouth
to catch the woodpecker,
and Henny Penny flew away.

Sly Fox did not eat Henny Penny
that day.

BLACKBOARD PREPARATION

IMPORTANT REVIEW

made away
flew that

NEW WORD-GROUP

opened his mouth

NEW WORDS

nose opened
This his (is)
angry mouth

Use Word-group Card 54.
Use Word Cards 145–148.

READING FROM THE BOOK

Finish the story.

Dramatize and reread the entire story.

THOUGHT QUESTIONS

Why was it hard for the woodpecker to hurt Sly Fox's head?

Why was Sly Fox angry when the woodpecker pecked his nose?

How did Henny Penny get away?

Whose bill would hurt Sly Fox more, a robin's or a woodpecker's?

For what does the woodpecker use his bill?

Who was more clever, the fox or the woodpecker?

PHONETICS

Teach *ay* from *day*.

Use Phonogram Card 28.

Blend and use in oral sentences:

day hay
gay pay
hay say
lay way

BLACKBOARD PREPARATION

IMPORTANT REVIEW

caught again

NEW WORDS

hare
alive

See directions for teaching nursery rhymes on page 31 A.

Use p. 15 of the Review and Drill Chart.

READING FROM THE BOOK

Read the rhyme on page 53.

THOUGHT QUESTION

How is a hare different from a rabbit?

PHONETICS

Prefix, one by one, the Phonogram Cards, *p*, *m*, *w*, *l*, *g*, *s*, *h*, *d*, to the Phonogram Card *ay*.

TEACHER'S MEMORANDA

1, 2, 3, 4, 5,
I caught a hare alive.
6, 7, 8, 9, 10,
I let her go again.

THE OLD WOMAN AND HER PIG

An Old Woman found a sixpence.
She said,

"What shall I do
with this sixpence?
I will buy a pig."

So she bought a pig.

BLACKBOARD PREPARATION

IMPORTANT REVIEW

found this
pig what
shall

NEW WORD-GROUP

with this sixpence

NEW WORDS

sixpence with
buy bought

Use Word-group Card 55.
Use Word Card 149.

READING FROM THE BOOK

To page 55.

THOUGHT QUESTION

How much money is sixpence?

SUPPLEMENTARY BLACKBOARD EXERCISE

An old woman wanted a pig.
She said,
"Shall I buy a pig?
Shall I buy a pig
with my sixpence?"

PHONETICS

Use p. 16 of the Review and Drill Chart.

After the class is familiar with page 16 of the Review Chart, additional drill may be given by selecting families and making extended lists on the blackboard of words in these families.

BLACKBOARD PREPARATION

IMPORTANT REVIEW

home came

NEW WORD-GROUP

jump over the stile

Use Word-group Card 56.

NEW WORDS

way (P) jump (jumped)
stile over

Use Word Cards 150–151.

READING FROM THE BOOK

To page 56.

THOUGHT QUESTION

What is a stile?

SUPPLEMENTARY BLACKBOARD EXERCISE

The pig came to a stile.
The Old Woman said,
"Will you jump over the stile?"
But the pig would not
jump over the stile.

On the way home
they came to a stile.
The Old Woman said,
"Pig, pig, jump over the stile."
The pig said,
"I will not jump over the stile."

The Old Woman went on
till she met a dog.

She said,
"Dog, dog, bite pig!
Pig will not jump over the stile,
and I shall not get home to-night."

The dog said,
"No, I will not bite pig."

BLACKBOARD PREPARATION

NEW WORD-GROUP

went on

Use Word-group Card 57.

NEW WORDS

till (P)
get (met)
bite

Use Word Card 152.

READING FROM THE BOOK

To page 57.

SUPPLEMENTARY BLACKBOARD EXERCISE

The Old Woman met a dog.
She said,
"Dog, what shall I do?
I want to go home,
but my pig
will not jump over the stile."

PHONETICS

Teach *j* from *jump*.

Use Phonogram Card 29.

Blend and use in oral sentences:

jay
Jill

READING FROM THE BLACKBOARD

NEW WORDS

stick (chick) beat (P)

Use Word Card 153.

READING FROM THE BOOK

To page 58.

PHONETICS

Review.

When reviewing phonetic families, frequently blend lists of unrelated words, viz.:

hut	fan	nut
fear	hot	win
seat	rat	gold
hay	say	tin
chin	told	hear

TEACHER'S MEMORANDA

The Old Woman went on
till she met a stick.

She said,
"Stick, stick, beat dog!
Dog will not bite pig.
Pig will not jump over the stile,
and I shall not get home to-night."

The stick said,
"No, I will not beat dog."

The Old Woman went on
till she met a fire.

She said,
"Fire, fire, burn stick!
Stick will not beat dog.
Dog will not bite pig.
Pig will not jump over the stile,
and I shall not get home to-night."

The fire said,
"No, I will not burn stick."

BLACKBOARD PREPARATION

NEW WORDS

fire burn

READING FROM THE BOOK

To page 59.

SUPPLEMENTARY BLACKBOARD EXERCISE

The Old Woman said,
"Fire, what shall I do?
The stick will not help me.
The dog will not help me.
I want to get home to-night.
Will you help me?"

PHONETICS

Teach *et* from *met.*

Use Phonogram Card 30.

Blend and use in oral sentences.

bet	net
get	pet
jet	set
let	wet
met	yet

TEACHER'S MEMORANDA

BLACKBOARD PREPARATION

IMPORTANT REVIEW

put out

NEW WORD

water

Use Word Card 154.
Use p. 17 of the Review and Drill Chart.

READING FROM THE BOOK

To page 60.

SUPPLEMENTARY BLACKBOARD EXERCISE

The water did not put out fire.
The fire did not burn stick.
The stick did not beat dog.
The dog did not bite pig.
The pig did not jump over the stile.

PHONETICS

Teach *sh* from *she.*

Use Phonogram Card 31.

Blend and use in oral sentences:

shot
shin
shear

The Old Woman went on
till she met some water.

She said,
"Water, water, put out fire!
Fire will not burn stick.
Stick will not beat dog.
Dog will not bite pig.
Pig will not jump over the stile,
and I shall not get home to-night."

The water said,
"No, I will not put out fire."

The Old Woman went on
till she met an ox.

BLACKBOARD PREPARATION

NEW WORD

ox (fox)

READING FROM THE BOOK

To page 61.

PHONETICS

Prefix the Phonogram Card *sh* to the Phonogram Cards *ot, in,* and *ear.*

TEACHER'S MEMORANDA

BLACKBOARD PREPARATION

NEW WORD

drink

Use Word Card 155.

READING FROM THE BOOK

To page 62.

PHONETICS

Teach *ick* from *stick*.

Use Phonogram Card 32.

Blend and use in oral sentences:

chick	pick
Dick	sick
kick	tick
lick	wick
nick	

SUPPLEMENTARY BLACKBOARD EXERCISE

Frequently give sentences using the blend words, as follows:

The hen called her *chicks*.

The *chicks pick* up wheat.

Dick is *sick*.

TEACHER'S MEMORANDA

She said,

"Ox, ox, drink water!
Water will not put out fire.
Fire will not burn stick.
Stick will not beat dog.
Dog will not bite pig.
Pig will not jump over the stile,
and I shall not get home to-night."

The ox said,

"No, I will not drink water."

The Old Woman went on
till she met a butcher.

BLACKBOARD PREPARATION

NEW WORD

butcher

READING FROM THE BOOK

To page 63.

PHONETICS

Prefix, one by one, the Phonogram Cards *ch*, *D*, *k*, *l*, *n*, *p*, *s*, *t*, *w*, to the Phonogram Card *ick*.

TEACHER'S MEMORANDA

BLACKBOARD PREPARATION

NEW WORD

kill (P)

READING FROM THE BOOK

To page 64.

PHONETICS

Teach *bl* (sound *b* then *l*, then blend the two sounds).
In the same way, teach *cl, fl, gl, pl, sl.*

Use Phonogram Cards 33–38.

Blend:

blot	flat	slat
bleat	plot	slot
clear	plan	
clay	pleat	
click	play	

The blended consonants, *cl, fl, gl, pl,* etc., are taught after the single consonants are thoroughly taught. It is neither necessary nor advisable to teach blended consonants from key-words, because by the time the blended consonants are to be taught the children are thoroughly familiar with the single consonants as abstract sounds, and can blend two familiar single consonants together without difficulty.

Children should have no difficulty in blending for one lesson such a list as *bl, cl, gl, fl, pl, sl,* etc. Then when the blended form is familiar, words can be built that make use of these blended consonants. Better results have been gained by this method than by teaching these blended consonants, as new sounds from key-words, viz., *dr* from *drink*. This last method carries the key-word plan too far. **The children should be expected to use the abstract phonetic power they have gained.**

She said,

"Butcher, butcher, kill ox!
Ox will not drink water.
Water will not put out fire.
Fire will not burn stick.
Stick will not beat dog.
Dog will not bite pig.
Pig will not jump over the stile,
and I shall not get home to-night."

The butcher said,

"No, I will not kill ox."

The Old Woman went on
till she met a rope.

BLACKBOARD PREPARATION

NEW WORD

rope

READING FROM THE BOOK

To page 65.

PHONETICS

Prefix the Phonogram Card *bl* to Phonogram Cards *ot, eat.*

Prefix the Phonogram Card *cl* to Phonogram Cards *ear, ay, ick.*

Prefix the Phonogram Card *pl* to Phonogram Cards *ot, an, eat, ay.*

Prefix the Phonogram Card *sl* to Phonogram Cards *at, ot.*

TEACHER'S MEMORANDA

BLACKBOARD PREPARATION

NEW WORD

hang

READING FROM THE BOOK

To page 66.

SUPPLEMENTARY BLACKBOARD EXERCISE

The Old Woman
wanted the rope to hang the butcher.
But the rope said,
"It would not be right
to hang the butcher."

PHONETICS

Teach *ight* from *night.*

Use Phonogram Card 39.

Blend and use in oral sentences:

fight	right
light	sight
might	tight
night	

TEACHER'S MEMORANDA

She said,

"Rope, rope, hang butcher!

Butcher will not kill ox.

Ox will not drink water.

Water will not put out fire.

Fire will not burn stick.

Stick will not beat dog.

Dog will not bite pig.

Pig will not jump over the stile,

and I shall not get home to-night."

The rope said,

"No, I will not hang butcher."

The Old Woman went on
till she met a rat.

She said, "Rat, rat, gnaw rope!
Rope will not hang butcher.
Butcher will not kill ox.
Ox will not drink water.
Water will not put out fire.
Fire will not burn stick.
Stick will not beat dog.
Dog will not bite pig.
Pig will not jump over the stile,
and I shall not get home to-night."

The rat said, "Get me some cheese.
Then I will gnaw the rope."

BLACKBOARD PREPARATION

NEW WORDS

rat (P) gnaw
cheese

Use Word Card 156.

READING FROM THE BOOK

To page 67.

THOUGHT QUESTION

Why did the rat ask for cheese?

PHONETICS

Review *hen.*

The key-words for teaching consonants and families are review words taken from the pages after which these sounds are to be taught. However, *hen* is an exception. *Hen* does not appear on page 66, but is an easy key-word for teaching the family *en.* Therefore, review *hen* thoroughly before attempting to use it as a key-word.

Teach *en* from *hen.*

Use Phonogram Card 40.

Blend and use in oral sentences:

Ben pen
den men
hen ten
glen

BLACKBOARD PREPARATION

IMPORTANT REVIEW

got began

NEW WORD-GROUP

began to

Use Word-group Card 58.
Use Word Card 157.

NEW WORD

gave

READING FROM THE BOOK

To page 68.

SUPPLEMENTARY BLACKBOARD EXERCISE

The Old Woman said to the rat,
"Yes, I will get you some cheese.
And then you will help me."
The rat said that he
would gnaw the rope.

TEACHER'S MEMORANDA

The Old Woman got some cheese.
She gave it to the rat.
Then the rat began to gnaw the rope.
The rope began to hang the butcher.
The butcher began to kill the ox.
The ox began to drink the water.
The water began to put out the fire.
The fire began to burn the stick.
The stick began to beat the dog.
The dog began to bite the pig.

The pig jumped over the stile,

and the Old Woman

got home that night.

BLACKBOARD PREPARATION

IMPORTANT REVIEW

that

No new words.

READING FROM THE BOOK

Finish the story.

SUPPLEMENTARY BLACKBOARD EXERCISE

The pig said,
"Oh! the dog will bite me.
I shall jump over the stile."
So the pig
jumped over the stile.

PHONETICS

Teach *th* from *that.*

When sounding *th*, place the tongue between the teeth, and force the voice through.

Use Phonogram Card 41.

Blend and use in oral sentences:

that
than
then

TEACHER'S MEMORANDA

BLACKBOARD PREPARATION

IMPORTANT REVIEW

upon	lived
bought	sixpence
caught	

NEW WORDS

crooked	mouse (house)
mile (stile)	all
Which	together

Use Word Cards 158–160.
Use p. 18 of the Review and Drill Chart.

READING FROM THE BOOK

Read rhyme page 69.

PHONETICS

Review *all.*

Use Phonogram Card 42.

Blend and use in oral sentences:

ball	hall
call	tall
fall	wall

TEACHER'S MEMORANDA

There was a crooked man,
And he went a crooked mile.
He found a crooked sixpence
Upon a crooked stile.
He bought a crooked cat,
Which caught a crooked mouse.
And they all lived together
In a little crooked house.

LAMBIKIN

Once upon a time
Lambikin went to see his Grannikin.
Grannikin lived over the hill.

On the way
Lambikin met a fox.

BLACKBOARD PREPARATION

IMPORTANT REVIEW

once lived
went

NEW WORD-GROUP

Once upon a time

Use Word-group Card 59.

NEW WORDS

upon (up-on)
Lambikin
Grannikin
see (wee)
time

Use Word Card 161.

READING FROM THE BOOK

To page 71.

THOUGHT QUESTIONS

Who was Lambikin?
Who was Grannikin?

SUPPLEMENTARY BLACKBOARD EXERCISE

Lambikin said,
"Some day I shall go
to see my Grannikin.
But she lives over the hill.
A fox lives over the hill, too.'

PHONETICS

Use p. 19 of the Review and Drill Chart.

See suggestion for page 16 of the Review and Drill Chart on page 54 A.

BLACKBOARD PREPARATION

IMPORTANT REVIEW

eat him

NEW WORDS

afraid fatter
voice grow
goes (go) may (P)
Where

Use Word Cards 162–164.

READING FROM THE BOOK

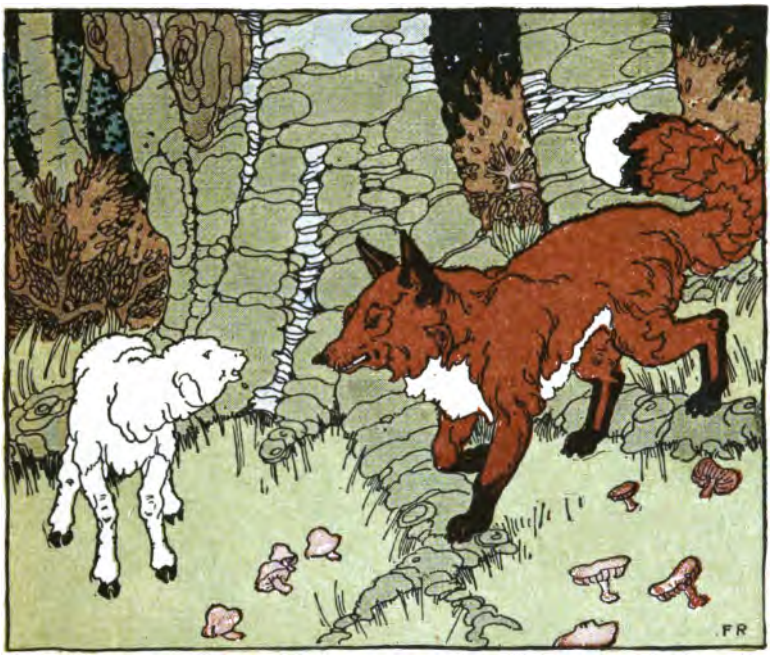
To page 72.

THOUGHT QUESTION

Why was Lambikin's voice *wee?*

SUPPLEMENTARY BLACKBOARD EXERCISE

The fox said,
"Lambikin, are you
on the way to Grannikin's?"
Lambikin said,
"Yes, I want to see Grannikin.
She will get me some grass.
Then I shall soon grow fat."



The fox said,
"Lambikin, I will eat you."

Lambikin was afraid.
He said in a wee voice,
"Lambikin goes to Grannikin
Where fatter he will grow,
Then you may eat him so."

The fox said,

"Go on, then.

I do not want to eat

a wee Lambikin.

Come back when you are fatter."

So Lambikin ran on.

BLACKBOARD PREPARATION

IMPORTANT REVIEW

do	back
want	are

NEW WORDS

Come (some)
when

Use Word Cards 165–166.

READING FROM THE BOOK

To page 73.

THOUGHT QUESTION

Why did the fox tell Lambikin to wait until he was fatter?

SUPPLEMENTARY BLACKBOARD EXERCISE

The fox said,
"You are a little Lambikin.
I like fat Lambikins.
So, go on!
Come back
when you are fatter."
So Lambikin ran away.

BLACKBOARD PREPARATION

IMPORTANT REVIEW

grass was
some

NEW WORDS

saw (gnaw) fat (P)
give (live) ate

Use Word Cards 167–169.

Lead the children to see that *was* begins with the sound *w* and *saw* with the sound *s*. This will overcome a common tendency to confuse these two words.

SUPPLEMENTARY BLACKBOARD EXERCISE

(For drill on *was* and *saw*)
Grannikin *was* on a hill.
Lambikin *saw* some grass.
The grass *was* on the hill.

READING FROM THE BOOK

To page 76.

THOUGHT QUESTION

What do lambs eat?

PHONETICS

Prefix, one by one, Phonogram Cards *p*, *b*, *r*, *t*, *J*, *bl*, to Phonogram Card *ack*.

Soon Lambikin saw Grannikin
on the hill.
"Oh, Grannikin," said Lambikin,
"give me some grass.
I want to grow fat."

Lambikin ate and ate.
Then he was a fat Lambikin.

Lambikin said,

"Grannikin, what shall I do?
The fox and the dog
are waiting for me.
They will eat
a fat Lambikin."

BLACKBOARD PREPARATION

IMPORTANT REVIEW

shall what

NEW WORD

waiting

Use p. 20 of the Review and Drill Chart.

READING FROM THE BOOK

To page 77.

SUPPLEMENTARY BLACKBOARD EXERCISE

Lambikin said,
"Oh, Grannikin,
I am afraid!
I am afraid
of the fox and the dog!"
"Do not cry, Lambikin,"
said Grannikin.
"I can help you."

TEACHER'S MEMORANDA

BLACKBOARD PREPARATION

IMPORTANT REVIEW

get	along
got	home

NEW WORDS

Here	roll
drum	rolled

Use Word Card 170.

READING FROM THE BOOK

To page 78.

THOUGHT QUESTION

Why did the drum roll?

SUPPLEMENTARY BLACKBOARD EXERCISE

Grannikin said,
"Lambikin, do you see this drum?
Get in it, and roll.
You will soon roll home.
Then the fox and the dog
can not catch you."

Grannikin said,

"Do not be afraid, Lambikin.
Here is a drum.
Get in the drum and roll home."

So Lambikin got in the drum
and rolled along.

Soon the drum met a dog.
The dog said, "Drummikin,
have you seen Lambikin?"

Lambikin called out in a big voice,
"Gone to see Grannikin
Where fatter he will grow,
Then you may eat him so."

And the drum rolled along.

BLACKBOARD PREPARATION

NEW WORDS

have
seen (see-n)
big (pig)

Use Word Cards 171–173.

READING FROM THE BOOK

To page 79.

THOUGHT QUESTION

Why did Lambikin call out in a *big* voice?

SUPPLEMENTARY BLACKBOARD EXERCISE

The dog said,
"There is a drum!"
Then he called out,
"Stop, Drummikin, stop!
I want to see you."
Drummikin stopped.
The dog said,
"Is Lambikin fat?
I want to eat him."

TEACHER'S MEMORANDA

BLACKBOARD PREPARATION

No new words.

READING FROM THE BOOK

To page 80.

THOUGHT QUESTIONS

What is a trap?
Why didn't the fox see the trap?
Are you glad that Lambikin reached home safely? Why?

PHONETICS

Use Phonogram Cards 45–50.

Blend:

br—bran—brick—bright
dr—drill
fr—frill—fret—fright
gr—grin—gray
pr—pray—prick
tr—trot—treat—tray—trick—track

TEACHER'S MEMORANDA

The drum met the fox.
The fox said, "Drummikin,
have you seen Lambikin?"

Lambikin called out in a big voice,
"Gone to see Grannikin
Where fatter he will grow,
Then you may eat him so."

And the drum rolled on.

The fox said,
"That is Lambikin's voice.
He is in that drum."

The fox ran after the drum.
But he caught his tail
in a trap.

Then Lambikin rolled home.

BLACKBOARD PREPARATION

IMPORTANT REVIEW

That	caught
after	But

NEW WORDS

tail (P)
trap

Use Word Card 174.

READING FROM THE BOOK

Finish the story.

SUPPLEMENTARY BLACKBOARD EXERCISE

The fox said,
"This is the time
to eat Lambikin.
Come on, Lambikin!"
But Lambikin rolled along.
Soon the fox was caught in a trap.
So he did not eat Lambikin that time.

TEACHER'S MEMORANDA

BLACKBOARD PREPARATION

IMPORTANT REVIEW

did under
mouse
chair

NEW WORDS

Pussy visit
been queen
London frightened (P)

Use p. 21 of the Review and Drill Chart.

Give special drill upon *what, where, when, who, why.*

When teaching *frightened,* blend *fr-ight-en* quickly, then cover the *e* in *ed,* and say that that letter "says nothing." The class will have no difficulty in adding the *d* sound to *frighten.* This lesson prepares the class for silent letters, which are emphasized in the Manual for the First Reader of this series.

READING FROM THE BOOK

Read the rhyme on page 81

THOUGHT QUESTION

Why did Pussy Cat frighten a mouse while she was visiting the queen?

PHONETICS

Prefix Phonogram Card *br* to Phonogram Cards *an, ick, ight.*
Prefix Phonogram Card *fr* to Phonogram Cards *ill, et, ight.*
Prefix Phonogram Card *gr* to Phonogram Cards *in, ay.*
Prefix Phonogram Card *pr* to Phonogram Cards *ay, ick.*
Prefix Phonogram Card *tr* to Phonogram Cards *ot, eat, ay, ick, ack.*

"Pussy Cat, Pussy Cat,
where have you been?"
"I have been to London
to visit the queen."
"Pussy Cat, Pussy Cat,
what did you there?"
"I frightened a little mouse
under her chair."

F.R.

SQUEAKY'S TAIL

Squeaky was a wee little mouse.
She lived in a barn.
Pussy lived in the same barn.

Pussy said,
"Squeaky would make me
a fine dinner."

BLACKBOARD PREPARATION

IMPORTANT REVIEW

lived me
would was

NEW WORDS

Squeaky fine
barn dinner
same (came)

Use Word Card 175.

READING FROM THE BOOK

To page 83.

THOUGHT QUESTIONS

Why was the little mouse called Squeaky?
Why did she live in a barn?
Why did Pussy live in the same barn?

PHONETICS

Teach *ake* from *make.*

Use Phonogram Card 51.

Blend and use in oral sentences:

cake rake
make take
wake shake
lake flake
bake brake

BLACKBOARD PREPARATION

IMPORTANT REVIEW

tried
catcn
caught

NEW WORD-GROUP

bit off

Use Word-group Card 60.

NEW WORDS

bit off

READING FROM THE BOOK

To page 83.

SUPPLEMENTARY BLACKBOARD EXERCISE

Pussy tried and tried
to catch Squeaky.
But Squeaky ran away.
One day Squeaky
did not see Pussy.
So Pussy caught the little mouse
and bit off her tail.

PHONETICS

Review *run.*
Teach *un* from *run.*

Use Phonogram Card 52.

Blend and use in oral sentences:

bun
gun
sun
tun
shun

Pussy tried to catch Squeaky.

Squeaky ran and ran.

Pussy ran and ran.

She caught Squeaky

and bit off her tail.

F.R

F.B.

Squeaky said,
"What shall I do?
Pussy bit off my tail."

Then she said to Pussy,
"Oh, Pussy,
please give me my tail."

BLACKBOARD PREPARATION

IMPORTANT REVIEW

give shall
what

NEW WORD

please

Use Word Card 176.

READING FROM THE BOOK

To page 85.

THOUGHT QUESTION

Why did Squeaky go to the cow for milk?

SUPPLEMENTARY BLACKBOARD EXERCISE

Squeaky began to cry.
She cried,
"Oh! Pussy, what shall I do
without my tail?
Please give it back to me."

TEACHER'S MEMORANDA

BLACKBOARD PREPARATION

IMPORTANT REVIEW

some went

NEW WORDS

Ha! ha! for
milk you (you-r)

Use Word Cards 177–179.

READING FROM THE BOOK

To page 86.

PHONETICS

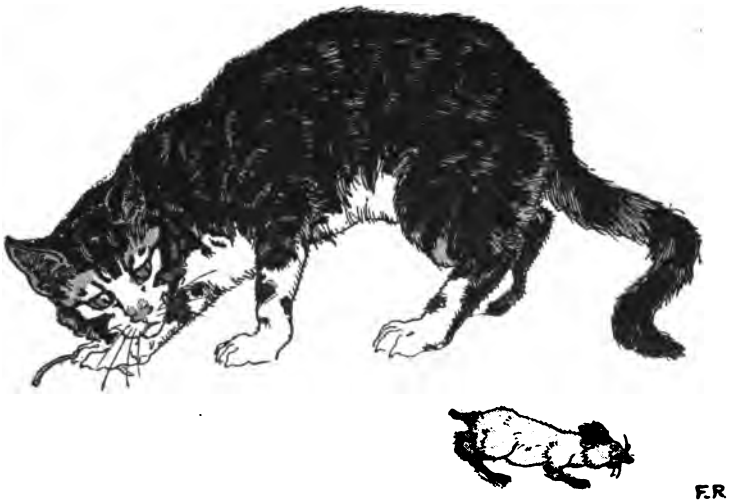
Teach *ail* from *tail*.

Use Phonogram Card 53.

Blend and use in oral sentences:

pail
mail
rail
sail
hail
fail
nail

TEACHER'S MEMORANDA



Pussy said,

"Ha! ha! Squeaky.

Give me some milk.

Then I will give you

your tail."

So Squeaky went for the milk.

First she leaped,
And then she ran,
Till she came to the cow,
And thus began,
"Please, cow, give me some milk.
I will give it to Pussy.
Then she will give me my tail."

BLACKBOARD PREPARATION

IMPORTANT REVIEW

came began

NEW WORDS

First cow
leaped thus

Use Word Card 180.

If desired, the pupils may memorize the jingle:
"First she leaped,
And then she ran,
Till she came to the cow
And thus began."

READING FROM THE BOOK

To page 87.

SUPPLEMENTARY BLACKBOARD EXERCISE

Pussy said,
"Stop crying, Squeaky.
Crying will not help you.
Give me some milk.
Then I will give you your tail."
So Squeaky leaped
and ran to the cow.
She said,
"Please, Cow, give me some milk."

BLACKBOARD PREPARATION

NEW WORDS

hay (P) farmer

READING FROM THE BOOK

To page 88.

THOUGHT QUESTION

What is hay?

PHONETICS

Blend:

trick
night
black
gray

SUPPLEMENTARY BLACKBOARD EXERCISE

That was a fine trick.
My hat is black.
The mouse was gray.
We sleep at night.

TEACHER'S MEMORANDA

The cow said,
"Give me some hay.
Then I will give you some milk."

So Squeaky went for the hay.
First she leaped,
And then she ran,
Till she came to the farmer,
And thus began,

"Please, farmer, give me some hay.
I will give it to the cow.
She will give me some milk.
I will give it to Pussy.
Then she will give me my tail."
The farmer said,
"Give me some meat.
Then I will give you the hay."
So Squeaky went for some meat.

BLACKBOARD PREPARATION

NEW WORD

meat (P)

READING FROM THE BOOK

To page 89.

THOUGHT QUESTION

Why did Squeaky go to the farmer for some hay?

PHONETICS

Teach *ow* from *cow*.

Use Phonogram Card 54.

Blend and use in oral sentences:

bow	plow
how	brow
now	growl

When teaching *growl*, blend *grow* and add *l*.

TEACHER'S MEMORANDA

BLACKBOARD PREPARATION

No new words.

READING FROM THE BOOK

To page 90.

SUPPLEMENTARY BLACKBOARD EXERCISE

Squeaky said,
"I have no hay,
but the farmer
will give me some."
The farmer wanted meat.
Squeaky said,
"I have no meat
but I will get some
from the butcher."

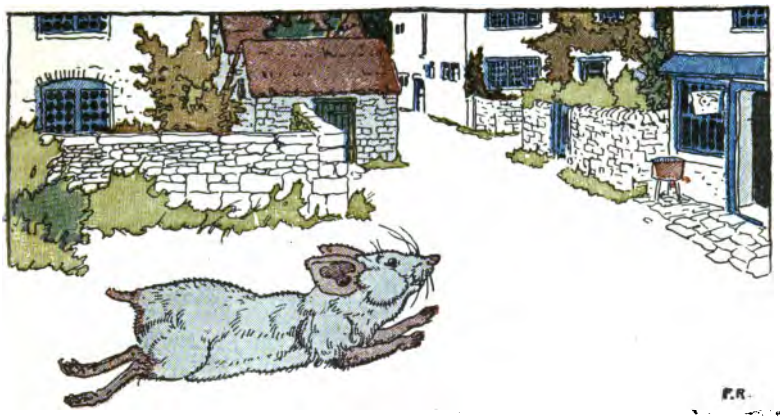
SILENT READING

Have the pupils read page 89 silently, and then point to the word which tells whom Squeaky met next.

PHONETICS

Prefix, one by one, the Phonogram Cards *b*, *h*, *n*, *pl*, *br*, to the Phonogram Card *ow*.

TEACHER'S MEMORANDA



First she leaped,
And then she ran,
Till she came to the butcher,
And thus began,
"Please, butcher, give me some meat.
I will give it to the farmer.
He will give me some hay.
I will give it to the cow.
She will give me some milk.
I will give it to Pussy.
Then she will give me my tail."

The butcher said,
"Give me some bread.
Then I will give you the meat."
So Squeaky went for the bread.
First she leaped,
And then she ran,
Till she came to the baker,
And thus began,

BLACKBOARD PREPARATION

NEW WORD

baker

READING FROM THE BOOK

To page 91.

PHONETICS

Prefix, one by one, the Phonogram Cards *p*, *m*, *r*, *t*, *s*, *h*, *f*, *n*, to the Phonogram Card *ail*.

TEACHER'S MEMORANDA

BLACKBOARD PREPARATION

No new words.

READING FROM THE BOOK

To page 92.

PHONETICS

Blend:

sc
sk
sm
sn
sp
st

Use Phonogram Cards 55–60.

Blend:

scold	spat	still
skill	spill	stay
skin	spot	sticks
small	spins	stall
snake	spear	stack
snail	spun	stun

TEACHER'S MEMORANDA

"Please, baker, give me some bread.
I will give it to the butcher.
He will give me some meat.
I will give it to the farmer.
He will give me some hay.
I will give it to the cow.
She will give me some milk.
I will give it to Pussy.
Then she will give me my tail."

The baker said, "Yes, Squeaky,
I will give you some bread.
But do not eat my flour,
or I will cut off your head."

Then the baker
gave Squeaky the bread.

BLACKBOARD PREPARATION

IMPORTANT REVIEW

But off
cut head
gave

NEW WORDS

Yes
flour
or (for)

Use Word Cards 181–182.

READING FROM THE BOOK

To page 93.

SUPPLEMENTARY BLACKBOARD EXERCISE

(Using the blend words on page 91 A of the Manual.)
Squeaky did not *spill* the milk.
The baker began to *scold* Squeaky.
The boy found a *small stick.*
The dog lay *still.*
Will you *stay* with me?

TEACHER'S MEMORANDA

BLACKBOARD PREPARATION

IMPORTANT REVIEW

gave

NEW WORD

took (looked)

Use Word Card 183.

READING FROM THE BOOK

To page 94.

PHONETICS

Prefix Phonogram Card *sk* to Phonogram Cards *ill, in.*

Prefix Phonogram Card *sn* to Phonogram Cards *ake, ail.*

Prefix Phonogram Card *sp* to Phonogram Cards *at, ill, ot, in, ear, un.*

Prefix Phonogram Card *st* to Phonogram Cards *ill, ay, ick, all, ack, un.*

TEACHER'S MEMORANDA

Squeaky took the bread
to the butcher.
He gave her some meat.
She took the meat to the farmer.
He gave her some hay.
She took the hay to the cow.
She gave her some milk.

Squeaky took the milk to Pussy.
She said,

"Pussy, here is the milk.
Now please give me my tail."

Pussy said,

"Thank you, Squeaky.
This is fine milk.
Here is your tail."

So Squeaky got her tail again.

F.R.

BLACKBOARD PREPARATION

IMPORTANT REVIEW

here	Thank you
Now	fine
again	This

No new words.

Use p. 22 of the Review and Drill Chart.

READING FROM THE BOOK

Finish the story.

THOUGHT QUESTION

Do you think Squeaky earned her tail back again?

SUPPLEMENTARY BLACKBOARD EXERCISE

The baker said,
"Yes, Squeaky,
you may have some bread.
But if you eat my flour again,
I will kill you."
Squeaky gave the bread
to the butcher.
Soon she had the meat,
and then the hay,
and then the milk.
So this is the way
she got her tail again.

PHONETICS

Blend and use in oral sentences:

tight	tracks
snail	golden
sailing	small

BLACKBOARD PREPARATION

IMPORTANT REVIEW

days

NEW WORDS

Peas-porridge

pot (P)	nine (fine)
hot (P)	like
cold (P)	it

Use Word Cards 184–185.

READING FROM THE BOOK

Read the rhyme, page 95.

THOUGHT QUESTION

What is peas-porridge?

PHONETICS

Review *it*.

Use Phonogram Card 61.

Blend and use in oral sentences.

pit	fit
bit	slit
sit	grit
hit	

Peas-porridge hot,
Peas-porridge cold,
Peas-porridge in the pot
Nine days old.
Some like it hot.
Some like it cold.
Some like it in the pot
Nine days old.

THE THREE BEARS

Once upon a time
there were three bears.
One was a Great Big Bear.
He had a great big voice.
One was a Middle-sized Bear.
She had a middle-sized voice.
One was a Little Wee Bear.
He had a little wee voice.

BLACKBOARD PREPARATION

IMPORTANT REVIEW

Once upon a time
One had
was voice

NEW WORD-GROUP

there were

Use Word-group Card 61.

NEW WORDS

middle-sized
were bears
three Great

Use Word Cards 186–188.

READING FROM THE BOOK

To page 97.

SUPPLEMENTARY BLACKBOARD EXERCISE

Great Big Bears
have great big voices.
Middle-sized Bears
have middle-sized voices.
Little Wee Bears
have little wee voices.

BLACKBOARD PREPARATION

IMPORTANT REVIEW

made

NEW WORDS

morning (P)
too (to)

Use Word Cards 189–190.

READING FROM THE BOOK

To page 98.

THOUGHT QUESTION

Why did the Middle-sized Bear make the porridge?

PHONETICS

Use p. 23 of Review and Drill Chart.

TEACHER'S MEMORANDA

One morning the Middle-sized Bear
made some porridge.

The Great Big Bear said
in his great big voice,
"My porridge is too hot!"

The Middle-sized Bear said
in her middle-sized voice,
"My porridge is too hot!"

The Little Wee Bear said
in his little wee voice,
"My porridge is too hot!"

The Great Big Bear said,
"Let us go for a walk."

The Middle-sized Bear said,
"Yes, let us go for a walk."

The Little Wee Bear said,
"Yes, let us go for a walk."

So the three bears went for a walk.

BLACKBOARD PREPARATION

IMPORTANT REVIEW

let Yes
went

NEW WORD-GROUP

Let us go

NEW WORDS

us
walk

Use Word-group Card 62.
Use Word Cards 191–192.

READING FROM THE BOOK

To page 99.

THOUGHT QUESTION

Why did the bears go for a walk?

SILENT READING

Print on the blackboard the following sentence:
"The three bears went for a walk."
Let a pupil choose pupils to be the bears, read the sentence silently, and then act it.

PHONETICS

Use p. 23 of the Review and Drill Chart.

Blend *spr*, *str*.

Use Phonogram Cards 62–63.

Blend and use in oral sentences:

spray
strut
stray

BLACKBOARD PREPARATION

IMPORTANT REVIEW

Soon saw
came opened

NEW WORDS

girl
Goldenhair Golden (P) hair (chair)
rapped
rap (rapped)
name (same)
door (for)

Use Word Cards 193–194.
Use p. 24 of the Review and Drill Chart.

READING FROM THE BOOK

To page 100.

THOUGHT QUESTION

Was Goldenhair polite?

TEACHER'S MEMORANDA

Soon a little girl came along.
Her name was Goldenhair.
She saw the bears' house.

She rapped at the door.
"Rap! rap! rap!"
Then she opened the door
and went in.

Goldenhair saw the three bowls
of porridge.
She tasted the porridge
in the great big bowl.
It was too hot.
She tasted the porridge
in the middle-sized bowl.
It was too cold.

Then she tasted the porridge
in the little wee bowl.
It was just right.
So she ate it all up.

BLACKBOARD PREPARATION

IMPORTANT REVIEW

ate all

NEW WORD-GROUP

just right

Use Word-group Card 63.

NEW WORDS

tasted
bowl
just (us)
right (P)

READING FROM THE BOOK

To page 101.

SUPPLEMENTARY BLACKBOARD EXERCISE

Goldenhair saw a little house.
She said,
"I will see who lives here."
So she went in.
She saw some porridge.
She ate the porridge
in the little wee bowl.

BLACKBOARD PREPARATION

NEW WORDS

sat (P)
hard
soft
broke

READING FROM THE BOOK

To page 102.

SILENT READING

Print the following sentences on separate cards. Pass the cards to the pupils to read silently, and then act.

Goldenhair rapped at the door.
Goldenhair opened the door.
Goldenhair tasted the porridge in the great big bowl.
Goldenhair tasted the porridge in the middle-sized bowl.
Goldenhair tasted the porridge in the little wee bowl.
Goldenhair sat in the great big chair.
Goldenhair sat in the middle-sized chair.
Goldenhair sat in the little wee chair.
Goldenhair broke the little wee chair.

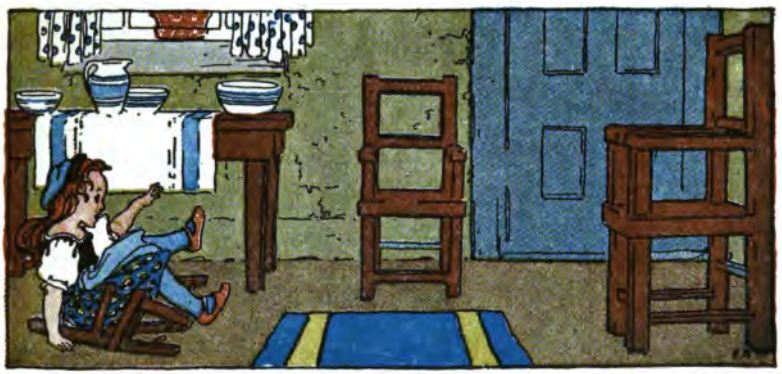
PHONETICS

Teach *oo* from *too*.

Use Phonogram Card 64.

Blend and use in oral sentences:

coo
moo
boo



Then Goldenhair
saw the three chairs.
She sat down
in the great big chair.
It was too hard.
She sat down
in the middle-sized chair.
It was too soft.
Then she sat down
in the little wee chair.
It was just right,
but she broke it.

Goldenhair wanted to sleep.
So she went up stairs.
She saw the three beds.
She lay on the great big bed.
It was too hard.
She lay on the middle-sized bed.
It was too soft.

Then she lay on the little wee bed.
It was just right.
So she went to sleep.

BLACKBOARD PREPARATION

IMPORTANT REVIEW

wanted
sleep
upstairs

NEW WORD-GROUP

She lay

Use Word-group Card 64.

NEW WORDS

lay (P)

READING FROM THE BOOK

To page 103.

THOUGHT QUESTIONS

At what time of the day did Goldenhair go to sleep?
Why was she very tired that morning?

TEACHER'S MEMORANDA

BLACKBOARD PREPARATION

NEW WORDS

has
eating (eat)
eaten (P)

Use Word Card 195.

READING FROM THE BOOK

To page 104.

THOUGHT QUESTIONS

How did the Great Big Bear know that some one had tasted his porridge?

How did the Middle-sized Bear know that some one had tasted her porridge?

How did the Little Wee Bear know?

Which bear felt the worst?

PHONETICS

Teach *ing* from *eating*.

Use Phonogram Card 65.

Blend and use in oral sentences:

wing	sting
ring	spring
sing	string
king	

TEACHER'S MEMORANDA

Soon the three bears came back.

The Great Big Bear saw his porridge.
He said in his great big voice,
"Some one has been eating
my porridge!"

The Middle-sized Bear said
in her middle-sized voice,
"Some one has been eating
my porridge."

The Little Wee Bear said
in his little wee voice,
"Some one has been eating
my porridge,
and has eaten it all up."

The Great Big Bear saw his chair.

He said in his great big voice,

"Some one has been sitting
on my chair!"

The Middle-sized Bear said
in her middle-sized voice,

"Some one has been sitting
on my chair!"

The Little Wee Bear said
in his little wee voice,

"Some one has been sitting
on my chair,
and has broken it!"

BLACKBOARD PREPARATION

NEW WORDS

sitting (P)
broken (broke)

READING FROM THE BOOK

To page 105.

THOUGHT QUESTIONS

How did the Great Big Bear know that some one had sat in his chair?

How did the Middle-sized Bear know?

How did the Little Wee Bear know?

Are you sorry for the Little Wee Bear?

SUPPLEMENTARY BLACKBOARD EXERCISE

Goldenhair broke the little wee chair.
Then she went up the stairs.
She soon went to sleep.
By and by the bears came back.
They saw that some one
had been eating the porridge.
They saw the broken chair.

PHONETICS

Teach *er* from *her*.

Use Phonogram Card 66.

Blend and use in oral sentences:

colder
player
blacker

BLACKBOARD PREPARATION

NEW WORD

lying (by)

READING FROM THE BOOK

To page 106.

THOUGHT QUESTIONS

Could you have told which bear was speaking if you did not see it? How?

How did the bears know that some one had been lying on their beds?

PHONETICS

Teach *ed* from *bed.*

Use Phonogram Card 67.

Blend and use in sentences:

bed	Ned
red	shed
led	sled
Ted	Fred
fed	

TEACHER'S MEMORANDA

Then the three bears went up stairs.

The Great Big Bear saw his bed.

He said in his great big voice,
"Some one has been lying
on my bed!"

The Middle-sized Bear said
in her middle-sized voice,
"Some one has been lying
on my bed!"

The Little Wee Bear said
in his little wee voice,
"Some one has been lying
on my bed,
and here she is!"

Goldenhair opened her eyes
and saw the three bears.
She was afraid.
She ran to the window
and jumped out.

Then she ran home
and never came back again.

BLACKBOARD PREPARATION

IMPORTANT REVIEW		NEW WORDS
afraid	out	eyes
jumped	home	window
		never

Use Word Cards 196–197.
Use p. 25 of the Review and Drill Chart.

READING FROM THE BOOK

Finish the story.

THOUGHT QUESTIONS

Why did Goldenhair jump out of the window?
How do you know that the window was not high?
Why did Goldenhair never come back?

Dramatize and reread the story.

SILENT READING

Print the following sentences on separate cards, one sentence on each card. Pass the cards to the pupils to read silently, and then act. Let the class guess the characters the pupils are impersonating.

"Goldenhair lay on the great big bed."
"Goldenhair lay on the little wee bed."
"Goldenhair went to sleep."
"The Great Big Bear said,
'Some one has been eating my porridge.' "
"The Little Wee Bear said,
'Some one has eaten my porridge.' "
"The Little Wee Bear said,
'Some one has broken my chair.' "
"Goldenhair opened her eyes."
"Goldenhair ran away."

BLACKBOARD PREPARATION

NEW WORDS

Now (P)
I've (P)
Tell
think

Use Word Card 198.

READING FROM THE BOOK

Read the rhyme.

As a preparation for spelling, the pupils may learn the names of the letters of the alphabet from this rhyme. Some classes may be ready for spelling before this; however, it is necessary that the sounds of the letters should be thoroughly learned before any attempt is made to teach their names.

PHONETICS

Teach *ell* from *tell.*

Use Phonogram Card 68.

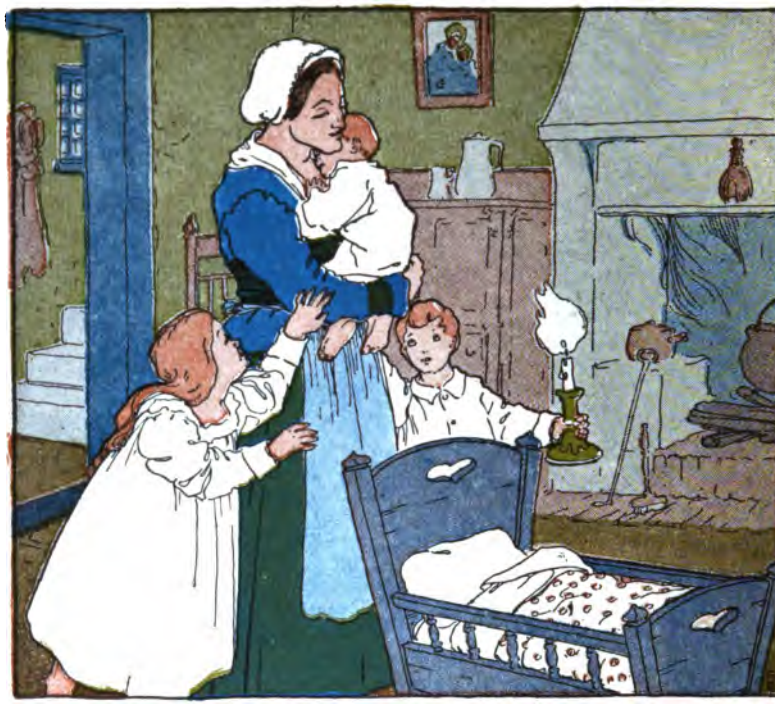
Blend and use in sentences:

well	Nell
bell	yell
tell	shell
sell	smell
fell	spell

Use p. 26 of the Review and Drill Chart.

TEACHER'S MEMORANDA

A, B, C, D, E, F, G,
H, I, J, K, L, M, N, O, P,
Q, R, S, and T, U, V,
W, X, and Y and Z.
Now I've said my A, B, C,
Tell me what you think of me!



Good night,
Sleep tight,
Wake up bright
In the morning light
To do what's right
With all your might.

BLACKBOARD PREPARATION

IMPORTANT REVIEW

what's With
day

NEW WORDS

Good	tight (P)
Wake (P)	bright (P)
light (P)	might (P)

Use Word Card 199.
Use pp. 27–28 of the Review and Drill Chart.

On page 28 of the Review and Drill Chart there are lists of difficult and confusing sight words. In most cases the difficulty is due to faulty or hasty visualization. Train the children to scan carefully the beginnings and endings of words, as well as the vowels.

READING FROM THE BOOK

Read the rhyme.
Review.

PHONETICS

Use p. 29 of the Review and Drill Chart.

This page contains all the Phonograms used in the Primer—(See page 127).

TEACHER'S MEMORANDA

CORRELATION OF READING WITH OTHER SUBJECTS

No elaborate plan of correlating reading with other subjects has been attempted in this series of readers. However, the following outline indicates the possibilities of correlating the material of the Primer with other subjects.

1. **Language**
   a. Story-telling
   b. Acting in pantomime
   c. Dramatization
   d. Memorizing nursery rhymes
   e. Picture study

2. **Music**
   a. Songs may be taught about the mother hen, the chicks, the cat, the dog, the rabbit, the woodpecker, etc.
   b. The following nursery rhymes are set to music:
      "There Was an Old Woman"
      "There Was a Crooked Man"
      "One, Two, Three, Four, Five"
      "Pussy Cat, Pussy Cat"
      "Peas-Porridge Hot"
      "A, B, C."

3. **Drawing**
   a. Imaginative drawings of the incidents in the stories
   b. Free-hand cutting and pasting of groups of animals appearing in the stories
   c. A frieze of posters representing an important incident in each story read. (An excellent opportunity for co-operative work)
   d. Tracing and coloring outlines prepared by the teacher of the hen, chicks, goose, pig, cat, etc.

e. Clay modeling of a cat, hen, goose, rabbit, woodpecker, mouse, bear, etc.

f. A toy theatre

1. Pupils make stage, stage properties, characters, animals, etc., of cardboard or paper

2. Class arrange scenes depicting incidents taken from stories

4. **Seat Work**

a. Building sentences with word cards

b. Silent reading from the blackboard of stories that have a familiar vocabulary

5. **Games** (see Manual, page 112)

6. **Nature Study**

Hen, chick, goose, rabbit, woodpecker, bee (honey-making), wheat

7. **Occupations**

a. The miller (Little Red Hen)

b. The butcher (The Old Woman and Her Pig)

c. The baker (Squeaky's Tail)

d. The farmer (Squeaky's Tail)

8. **Ethical Lessons**

a. Reward of Industry
(Little Red Hen)
(Squeaky's Tail)

b. Helpfulness to others
(Henny Penny)

c. The folly of boasting
(Gingerbread Boy)

GAMES FOR WORD AND PHONETIC DRILLS

A game played in a brisk, spirited manner gives variety to drill work, and adds greatly to the enjoyment of the lesson.

The following games have been used with success:

1. **Matching Words.**

   See how many children can match correctly a given number of words on cards with the same words on word-group cards or chart.

   See how many children can match correctly a given number of words on cards with the same words printed on the blackboard in sentences.

2. **Selecting Colors.**

   Underline with colored chalk word-groups or words printed on the blackboard, and have one child give all the *red* words, another all the *blue* words, etc.

3. **Look and Touch.**

   Select word cards that name objects in the room, or in pictures on the walls. Flash a card and choose a child to touch the object named.

4. **Look and Do.**

   Select word cards which express action. Flash a card and choose a child to "play" it.

5. **Look and Tell.**

   Select word cards that name objects in a chosen picture in the reader. Flash a card and tell the pupils to point to the object in the picture. Then choose one child to use the word in a sentence.

6. **Guessing Game 1.**

   Say to the class, "I'm thinking of a word that is in the same family as *run*. What is it?" Child answers, "*sun*."

Print review blend words on the blackboard, then say, "I'm thinking of a word that begins with *m* (sound) and ends with *t* (sound)." Child selects "*meat.*"

7. Guessing Game 2.

Print a list of words on the blackboard. One child covers his eyes while another child points to a word to be guessed. The first child then looks at the words, and points to the different ones, asking, "Is it *red?*" The class answers, "No, it is not *red.*" This continues until the child guesses correctly, when the class answers, "Yes, it is *wheat.*" The successful child chooses another child to "blind," and selects the next word to be guessed.

This game may also be used for guessing word-groups, sounds, or blend words.

8. Card Race.

Choose two children (as equal in ability as possible) to "race." Flash a card and hand it to the child who gives the word first. The child who holds the greater number of cards wins.

9. Buying Tickets.

Class stands in a line.

Flash word-group, word, or phonogram cards. Each child buys a "ticket" to his seat by reading correctly the card presented to him.

10. Word Tag.

Have the family cards in sight or the families printed on the blackboard.

The children form a circle. One child is "It" and stands in the center of the ring. He gives a family name, and then points to a pupil in the circle. This pupil must give a word containing the family name. If he fails, he becomes "It."

11. **Hunting.**

The children may go "hunting" by underlining familiar words or words in families in newspapers or magazine clippings.

12. **Going to Market.**

Print review blend words on the blackboard.

Call upon a child to blend a word that you select. If his answer is correct, he may put the word in a "basket" (draw a circle around it) and take "it" home.

13. **Spelling Down.**

Have an old-fashioned "spell down," using word-groups, words, or phonograms instead of spelling words.

14. **Postman.**

Print two or three review sentences on slips of paper and enclose them in envelopes. Choose one child for the postman, and let him blow a whistle and leave a "letter" at every "house." Then the children may read their "letters" to the class.

15. **Changing Places.**

A number of children stand in front of the room, each holding a word card.

A child who is seated says, "*Fox* change places with *jump*." The child who is holding the card *fox* changes places with the one holding the card *jump*.

Or a child who is seated may ask, "May I change places with *hen*?" If he can find *hen* quickly, he is allowed to take the card and stand in line, while the child holding *hen* at first takes his seat.

This game should be played briskly. Word-group cards or phonogram cards may also be used with success.

SUPPLEMENTARY READING

Basal readers may be supplemented in the following ways:

1. **Reading from the Blackboard.**

This may include nursery rhymes, poems, simple paragraphs pertaining to the seasons, the holidays, school activities or any current event that appeals to the interest of the pupils.

2. **Library Books.**

Every class-room should have a library consisting of books adapted to the age of the pupils. (Such lists can be obtained from the children's department of any public library.)

Regular periods should be set aside for reading and enjoying the library books. The teacher should encourage the pupils to choose selections from the library books to read to the class.

3. **Supplementary Readers.**

A supplementary reader may be used as soon as the class has acquired some power of word mastery; however, it is advisable to finish the Primer before beginning any supplementary reader.

A supplementary reader should not be more difficult than the basal reader. It should have literary value and should appeal to the child's interests. The vocabulary should consist of words within the grasp of the child and they should be introduced gradually.

WORD GROUP CARDS

Card No.	Page	Word Group
1	2	The little red hen
2	2	found some wheat
3	3	Who will help me
4	3	Not I
5	3	said the cat
6	3	said the goose
7	3	said the pig
8	3	And she did
9	3	plant the wheat
10	4	grew up
11	4	cut the wheat
12	5	grind the wheat
13	6	make the bread
14	7	bake the bread
15	8	eat the bread
16	9	You would not
17	9	You shall not
18	9	My little chicks
19	9	they did
20	10	into the woods
21	11	wanted to
22	11	began to cry
23	12	along came
24	12	Why are you crying
25	12	Stop crying
26	13	ran after
27	18	flew by
28	19	Thank you
29	20	Once there was
30	20	Wee Wee Woman
31	20	in a wee wee house
32	21	By the wee wee bed
33	21	On the wee wee table
34	22	One night
35	22	heard a noise
36	23	under her wee wee bed
37	24	down her wee wee stairs
38	25	up her wee wee stairs
39	25	blew out
40	26	got out of
41	32	little old woman
42	32	little old man
43	32	little old kettle
44	32	little old pan
45	35	could not catch him
46	36	met a cat
47	37	run away
48	37	from you
49	37	ran on
50	46	near the woods
51	46	in the woods
52	49	jumped out
53	49	What shall I do
54	52	opened his mouth
55	54	with this sixpence
56	55	jump over the stile
57	56	went on
58	67	began to
59	70	Once upon a time
60	83	bit off
61	96	there were
62	98	let us go
63	100	just right
64	102	She lay

WORD CARDS

Card No.	Page	Word
1	2	the The
2	2	little Little
3	2	red Red
4	2	hen Hen
5	2	found
6	2	some Some
7	2	wheat
8	2	she She
9	2	called
10	2	cat
11	2	goose
12	2	pig
13	3	said
14	3	who Who
15	3	will Will
16	3	help Help
17	3	me
18	3	plant
19	3	not Not
20	3	I
21	3	then Then
22	3	and And
23	3	did Did
24	4	grew
25	4	up
26	4	cut
27	5	grind
28	6	make
29	6	bread
30	7	bake
31	8	eat
32	8	Meow
33	8	Hiss
34	8	Ouf
35	9	you You
36	9	would
37	9	shall Shall
38	9	my My
39	9	chicks
40	9	they They
41	10	boy Boy
42	10	had
43	10	goat
44	10	ran
45	10	into
46	10	woods
47	10	he He
48	10	grass
49	11	wanted
50	11	to
51	11	go Go
52	11	home
53	11	began
54	11	cry
55	12	along Along
56	12	came
57	12	Rabbit rabbit
58	12	why Why
59	12	are Are
60	12	crying
61	12	stop Stop
62	12	drive
63	13	after
64	13	no No
65	13	want
66	14	squirrel
67	16	fox Fox
68	18	bumblebee
69	18	flew
70	18	by By
71	19	Oh
72	19	sting
73	19	stopped
74	19	thank Thank
75	20	once Once
76	20	there There
77	20	was
78	20	wee Wee
79	20	woman Woman
80	20	lived
81	20	house
82	21	bed
83	21	table
84	21	on On
85	21	candle
86	22	one One
87	22	night
88	22	went
89	22	soon Soon
90	22	heard
91	22	noise
92	22	is Is
93	23	lighted
94	23	her Her
95	23	looked
96	23	under Under
97	23	nothing
98	24	down Down
99	24	stairs
100	24	chairs
101	25	blew
102	25	out

WORD CARDS

Card No.	Page	Word
103	25	got
104	26	again
105	26	of
106	29	tried
107	29	sleep
108	30	cupboard
109	30	jumped
110	30	Boo
111	31	old Old
112	31	hill
113	31	if
114	31	gone
115	31	lives
116	31	still
117	32	man
118	32	kettle
119	32	pan
120	32	made
121	32	gingerbread
		Gingerbread
122	33	put
123	33	upset
124	33	away Away
125	35	but But
126	35	could
127	35	catch
128	35	him
129	36	met
130	37	from
131	37	can Can
132	37	run
133	37	so So
134	38	dog Dog
135	45	caught
136	45	that That
137	45	end
138	46	near Near
139	46	day
140	49	what What
141	49	do Do
142	50	back
143	50	let Let
144	51	head
145	52	nose
146	52	this This
147	52	his
148	52	mouth
149	54	with
150	55	jump
151	55	over
152	56	get
153	57	stick Stick
154	59	water Water
155	61	drink
156	66	cheese
157	67	gave
158	69	which Which
159	69	mouse
160	69	all All
161	70	see See
162	71	goes
163	71	where Where
164	71	grow
165	72	come Come
166	72	when When
167	75	saw
168	75	give
169	75	ate
170	77	here Here
171	78	have Have
172	78	seen
173	78	big
174	80	tail
175	82	dinner
176	84	please Please
177	85	milk
178	85	your Your
179	85	for
180	86	cow Cow
181	92	yes Yes
182	92	or
183	93	took
184	95	like
185	95	it It
186	96	were
187	96	three
188	96	great Great
189	97	morning
190	97	too
191	98	us
192	98	walk
193	99	girl Girl
194	99	name
195	103	has Has
196	106	eyes
197	106	never Never
198	107	tell Tell
199	108	good Good

THE REVIEW AND DRILL CHART

Throughout the Manual, reference is made to "The Review and Drill Chart." This chart may be made of cardboard or may be purchased from the publisher at small expense. For the convenience of teachers who desire to make their charts, "The Review and Drill Chart" is printed page by page on pages 120–126 of this Manual. (For page 29 of the chart see page 127.)

The Review and Drill Chart, as its name implies, is for review and drill use only. No page of the chart is shown to the class until every word on that page has been previously presented.

The chart affords great opportunities for drills and word games. It includes:

1. Every new word-group and word in the Primer

2. Lists of words beginning with *wh*, viz., *why, when, who,* etc.

3. Lists of words beginning with *th*, viz., *this, that, them,* etc.

4. Blend words

5. Lists of words which require extra drill, viz., *saw, was; on, one, once,* etc.

6. A phonetic summary of all the phonetics learned, including the single and double consonants, blended consonants, and phonetic families

REVIEW AND DRILL CHART

1

The little red hen
found some wheat

the pig	called
the goose	hen
the cat	wheat
found	little
red	She
some	she

To be used after page 2 of the Primer

2

Who will help me
Not I
said the cat
said the pig
said the goose
And she did
plant the wheat

who	plant
said	Then
help	then
not	did
will	And
me	and
I	

To be used after page 3 of the Primer

3

grew up
cut the wheat
grind the wheat
make the bread
bake the bread

grew	cut
griad	make
up	bread
bake	

To be used after page 7 of the Primer

4

eat the bread
You would not
You shall not
My little chicks
they did

eat	Ouf
Hiss	you
my	chicks
shall	they
would	Meow

To be used after page 9 of the Primer

REVIEW AND DRILL CHART

5

into the woods
wanted to
began to cry

boy	grass
goat	wanted
had	to
ran	go
into	home
woods	began
He	cry

To be used after page 11 of the Primer

6

Along came
Stop crying
ran after
Why are you crying

along	stop
came	drive
rabbit	after
Why	no
are	want
crying	

To be used after page 13 of the Primer

7

flew by
Thank you

squirrel	by
fox	Oh
bumblebee	stopped
flew	thank
sting	

To be used after page 19 of the Primer

8

Once there was
Wee Wee Woman
in a wee wee house

lived	there
was	woman
once	wee
house	There

To be used after page 20 of the Primer

REVIEW AND DRILL CHART

9

By the wee wee bed
On the wee wee table
One night
heard a noise

candle	went
on	noise
night	soon
bed	heard
one	table
is	

To be used after page 22 of the Primer

10

under her wee wee bed
down her wee wee stairs

nothing	in
stairs	on
her	by
lighted	into
looked	down
chairs	under

To be used after page 24 of the Primer

11

up her wee wee stairs
blew out
got out of

again	cupboard	hill
out	jumped	still
blew	tried	if
of	sleep	gone
got	old	
Boo	lives	

To be used after page 31 of the Primer

12

little old woman
little old man
little old kettle
little old pan
could not catch him

gingerbread	but
man	upset
kettle	put
pan	could
made	him
away	catch

To be used after page 35 of the Primer

REVIEW AND DRILL CHART

13

met a cat
run away
from you
ran on

met	so	from	by
that	dog	down	on
can	caught	of	into
run	end	under	up

To be used after page 45 of the Primer

14

near the woods
in the woods
jumped out
What shall I do?

near	waited
Sly Fox	hid
day	cried
Cluck	what
do	Henny Penny

To be used after page 49 of the Primer

15

opened his mouth

woodpecker	let
back	this
pecked	angry
head	his
mouth	hare
nose	alive
opened	

To be used after page 53 of the Primer

16

PHONETIC REVIEW

hay	chin	near	meat
hear	hot	tin	pay
neat	Dan	chill	told
rut	beat	got	hut
not	dear	lay	fat
rat	seats	pot	fans
till	hold	pat	lot
chat	win	fold	pin
but	pans	kill	tear
gold	nut	year	cot

To be used after page 54 of the Primer

REVIEW AND DRILL CHART

17

with this sixpence
jump over the stile
went on

sixpence	way
with	stile
buy	jump
bought	over
till	get
bite	beat
stick	fire
water	burn

To be used after page 59 of the Primer

18

began to

drink	rope	kill
cheese	rat	together
ox	that	mouse
butcher	then	all
hang	there	which
gnaw	they	mile
gave	this	crooked

To be used after page 69 of the Primer

19

PHONETIC REVIEW

day	yet	than	set
hill	Jill	jay	kick
dot	shears	met	blot
shin	tick	shot	sight
hats	clay	pick	slot
tan	flat	plays	ten
shut	clear	tight	chick
sold	plan	glen	then
fear	fight	that	wick
heat	Ben	get	net

To be used after page 70 of the Primer

20

Once upon a time

Lambikin	saw	grow
Grannikin	time	may
waiting	give	come
voice	see	fat
where	goes	ate
fatter	upon	
when	afraid	

To be used after page 76 of the Primer

REVIEW AND DRILL CHART

21

here	trap	queen
drum	seen	what
have	Pussy	when
rolled	visit	who
roll	been	where
big	London	why
tail	frightened	

To be used after page 81 of the Primer

22

bit off

Squeaky	Ha-ha	hay
barn	milk	farmer
same	your	yes
dinner	for	meat
fine	first	baker
off	cow	flour
please	leaped	or
bit	thus	took

To be used after page 94 of the Primer

23

PHONETIC REVIEW

bill	jet	trot	wall
bat	shake	brake	black
bin	sick	gun	brick
van	fright	mail	track
pills	den	scold	lake
cut	tall	small	fun
mold	Jack	pail	nail
spear	bran	how	snake
treat	drill	stick	plow
stay	fret	skin	stack

To be used after page 97 of the Primer

24

there were
let us go
just right

middle-sized		peas-porridge
Goldenhair		hot
walk	us	pot
three	bears	cold
great	morning	nine
name	rapped	were
door	girl	too

To be used after page 99 of the Primer

REVIEW AND DRILL CHART

25

She lay

bowl	eaten	has
tasted	sitting	broke
right	window	eating
sat	broken	lying
just	soft	eyes
hard	lay	never

To be used after page 106 of the Primer

26

PHONETIC REVIEW

pray	slit	sled	caller
hall	spring	sting	ticking
tack	still	shell	smelling
frill	Boo	snail	tighten
prick	her	yell	heater
rakes	pen	too	singing
tail	Fred	ring	golden
trick	cows	fed	blacker
tray	sit	spot	blacken
sings	moo	bow	blacking

To be used after page 107 of the Primer

27

Now	what	that
I've	That	Which
tell	when	they
think	Then	there
good	where	Why
wake	There	then
tight	which	What
light	They	When
might	Who	this
bright	This	Where

To be used after page 108 of the Primer

28

did	are	came	again
had	made	here	yes
boy	but	her	live
you	with	have	of
saw	get	has	went
was	give	were	want
on	gave	never	no
one	come	once	on

To be used after page 108 of the Primer

PHONETIC SUMMARY AND PHONOGRAM CARDS

Phonogram Card No.		Page	Keyword	Phonogram Card No.		Page	Keyword
1	c	5	cat	35	fl	63	—
2	p	6	pig	36	gl	63	—
3	m	7	me	37	pl	63	—
4	w	8	will	38	sl	63	—
5	l	9	little	39	ight	65	night
6	g	11	goat	40	en	66	hen
7	b	12	boy	41	th	68	that
8	r	13	rabbit	42	all	69	all
9	at	14	cat	43	v	73	voice
10	t	15	to	44	ack	74	back
11	s	16	some	45	br	79	—
12	h	17	hen	46	dr	79	—
13	f	18	fox	47	fr	79	—
14	ill	19	will	48	gr	79	—
15	n	26	noise	49	pr	79	—
16	ch	27	chair	50	tr	79	—
17	ot	28	got	51	ake	82	make
18	in	30	in	52	un	83	run
19	an	31	an	53	ail	85	tail
20	k	34	kettle	54	ow	88	cow
21	ut	39	but	55	sc	91	—
22	d	41	dog	56	sk	91	—
23	old	43	old	57	sm	91	—
24	y	44	you	58	sn	91	—
25	s	47	woods	59	sp	91	—
26	ear	48	ear	60	st	91	—
27	eat	51	eat	61	it	95	it
28	ay	52	day	62	spr	98	—
29	j	56	jump	63	str	98	—
30	et	58	met	64	oo	101	too
31	sh	59	she	65	ing	103	eating
32	ick	61	stick	66	er	104	her
33	bl	63	—	67	ed	105	bed
34	cl	63	—	68	ell	107	tell

WORD LIST

2
The
Little
Red
Hen
found
some
wheat
She
called
cat
goose
pig

3
said
Who
will
help
me
plant
Not
I
Then
And
did

4
grew
up
cut

5
grind

6
make
bread

7
bake

8
eat
Meow
Hiss
Ouf

9
You
would
shall
My
chicks
they

10
Boy
had
goat
ran
into
woods
He
grass

11
wanted
to
go
home
began
cry

12
Along
came
rabbit
Why
are
crying
Stop
drive

13
after
No
want

14
squirrel

16
fox

18
bumblebee
flew
by

19
Oh
sting
stopped
Thank

20
Once
there
was
Wee
Woman
lived
house

21
bed
table
On
candle

22
One
night

went
Soon
heard
noise
is

23
lighted
her
looked
under
nothing

24
down
stairs
chairs

25
blew
out
got

26
again
of

29
tried
sleep

30
cupboard
jumped
Boo

31
old
hill
if
gone
lives
still

32
man
kettle
pan
made
Gingerbread

33
put
upset
away

35
but
could
catch
him

36
met

37
from
can
run
So

38
dog

45
caught
that
end

46
Henny Penny
near
Sly
day

47
waited

48
hid

49
cried
Cluck
What
do

50
woodpecker
back
pecked
let

51
head

52
nose
This
angry
opened
his
mouth

53
hare
alive

54
sixpence
with
buy
bought

55
way
stile
jump
over

56
till
bite
get

57
stick
beat

58
fire
burn

59
water

60
ox

61
drink

62
butcher

63
kill

64
rope

65
hang

66
rat
gnaw
cheese

67
gave

69
crooked
mile
Which
mouse
all
together

70
upon
time
Lambikin
see
Grannikin

71
afraid
voice
goes
Where
fatter
grow
may

72
Come
when

75
saw
give
fat
ate

76
waiting

77
Here
drum
roll
rolled

78
have
seen
big

80
tail
trap

81
Pussy
been
London
visit
queen
frightened

82
Squeaky
same
barn
fine
dinner

83
bit
off

84
please

85
Ha! ha!
milk
your
for

86
First
leaped
cow
thus

87
hay
farmer

88
meat

90
baker

92
Yes
flour
or

93
took

95
Peas-porridge
pot
hot
cold
nine
like
it

96
were
three
bears
Great
middle-sized

97
morning
too

98
us
walk

99
girl
name
Goldenhair
rapped
door
rap

100
bowl
tasted
just
right

101
sat
hard
soft
broke

102
lay

103
has
eating
eaten

104
sitting
broken

105
lying

106
eyes
window
never

107
Now
I've
Tell
think

108
Good
Wake
light
tight
bright
might

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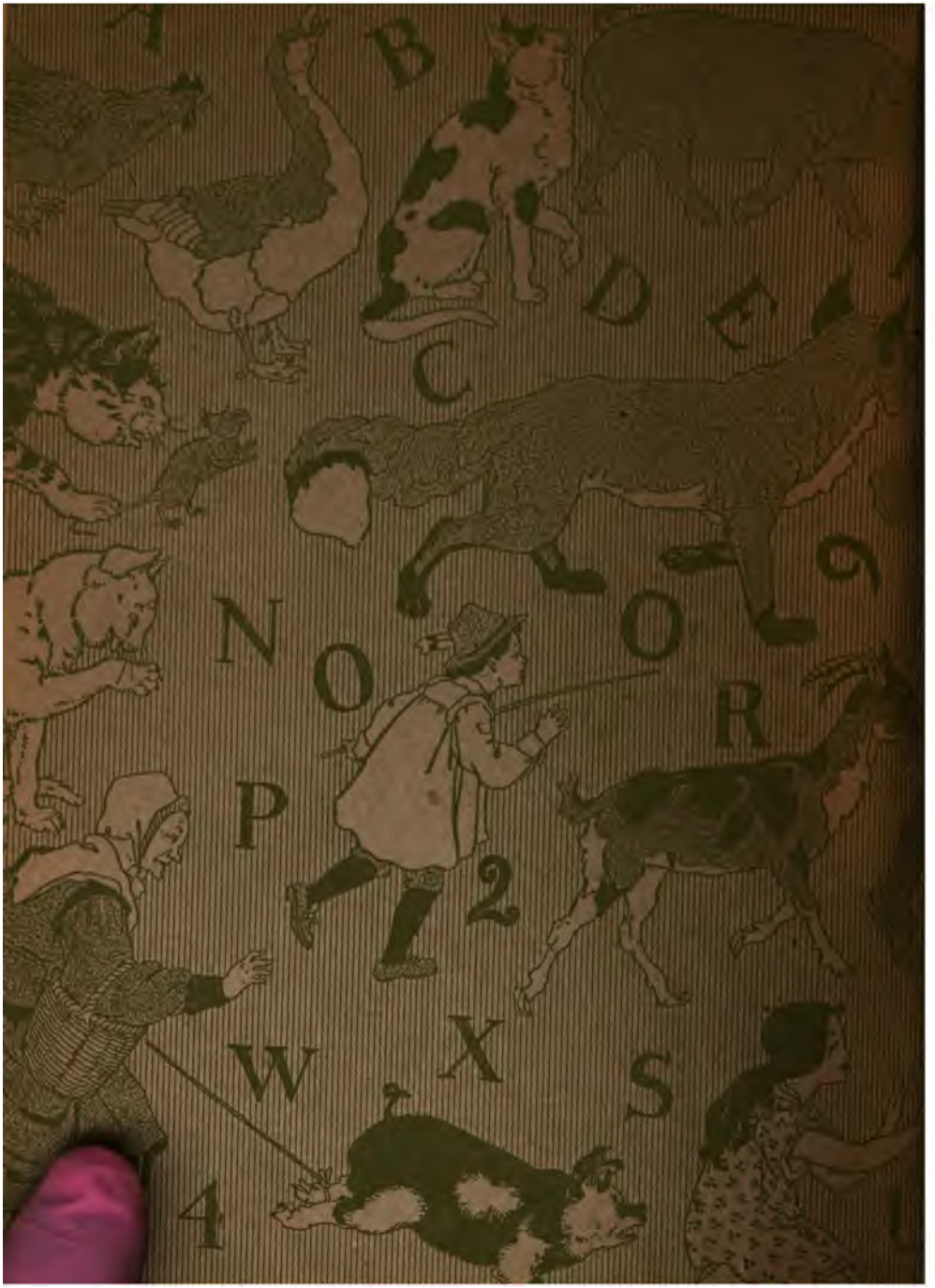
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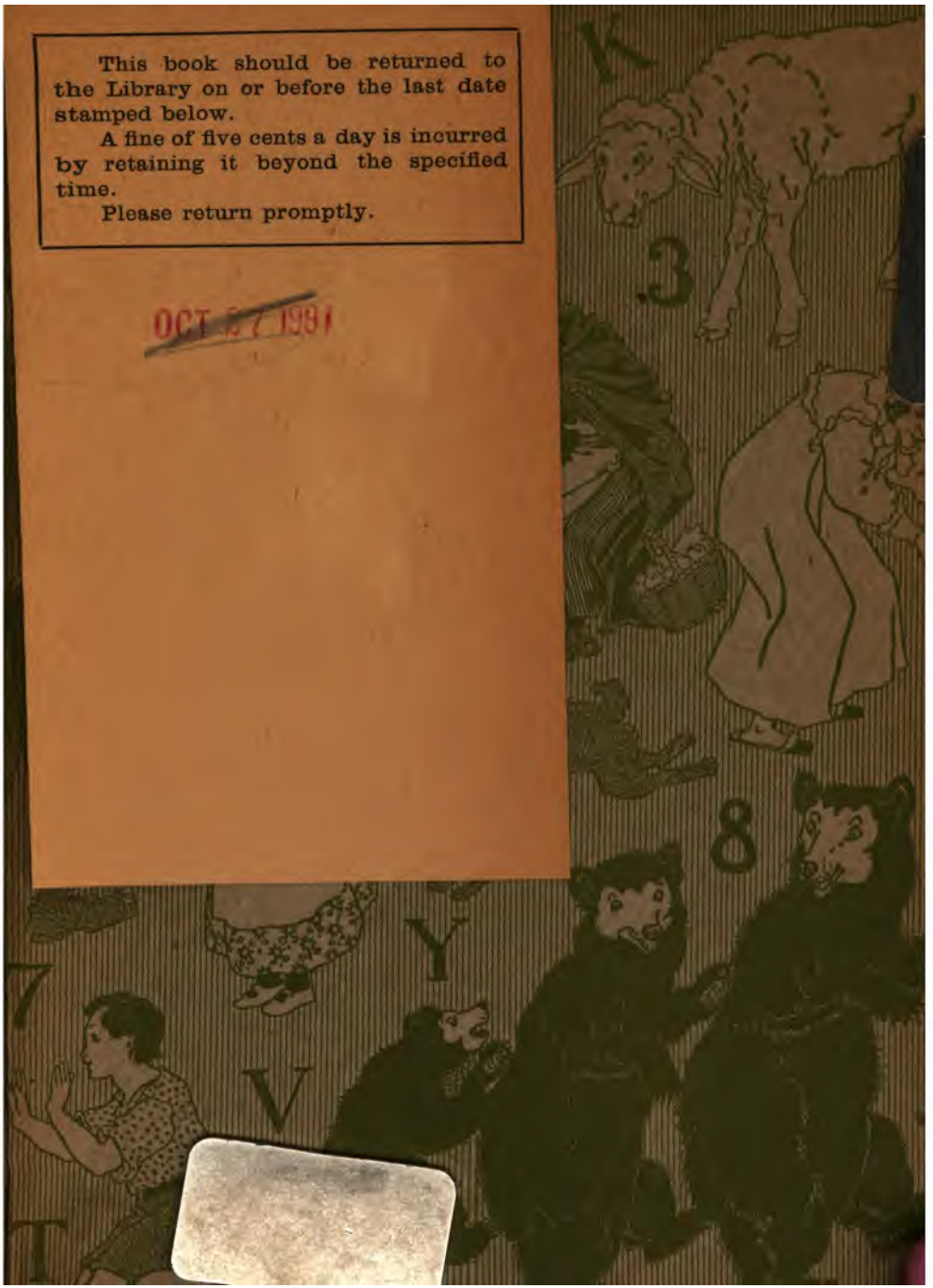

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